

Section I. Educational Audiology Practices
Chapter 1. Legislative and Policy Essentials

Legislation and Policies

- Key Legislation Initiatives and Events
- Inclusion
- The Deaf Child Bill of Rights
- Early Hearing Detection and Intervention (EHDI)
- The National Association of State Directors of Special Education (NASDSE).
- The Council for Exceptional Children, Division for Communication, Language, and Deaf/Hard of Hearing
- Legislative Initiatives

Chapter 2. Roles and Responsibilities of the Educational Audiologist

Roles of Educational Audiologists

- Educational Audiologists as Service Coordinators
- Educational Audiologists as Instructional Team Members
- Educational Audiologists as Consultants

Educational Audiologists in Schools for the Deaf

Responsibilities of Educational Audiologists

- Identification
- Assessment
- Habilitation
- Hearing Loss Prevention
- Counseling and Coaching
- Amplification, Cochlear Implants, and Other Assistive Technology

Ethical Considerations

Educational Audiology Service Delivery Models

- School-Based Audiology Services
- Contracted Audiology Services
- Combined School-Based and Contractual Agreement
- Telepractice

Establishing and Expanding Educational Audiology Services in the Schools

- Reimbursement for Educational Audiology Services
- Dispensing Personal Hearing Instruments
- Cerumen Management
- Support for Early Hearing Detection and Intervention (EHDI)

Training for Educational Audiologists

Chapter 3. Partnering with Families

with Janet DesGeorges

Positive Attitudes

- Rapport
- Respect
- Trust

Effective Communication

Informational Guidance

- Quantity or information
- Types of Information
- Parent-to-Parent Communication

Parent Involvement

- Committee/Task Force Work
- Classroom Support
- Parent Activities

Difficult Situations

- Parent/School Disagreement Over Individualized Education Program Services
- Influence of a Private Provider on School Services
- Families That Have Difficulty Being Involved
- Differing Opinions on Communication Modality

Chapter 4. Hearing Screening and Identification

State Hearing Screening Mandates

- Screening Requirements in Private Schools, Charter Schools and Other Nontraditional Education Settings

Purposes of Hearing Screening and Identification Programs

- Professional Guidelines
- Age Considerations
- Prevalence Considerations

Resources for Hearing Screening and Identification Programs

- Personnel and Time
- Scheduling Considerations

Screening and Identification Program Considerations

- Early Childhood
- School-Age Children and Youth

Screening and Identification Procedures

- Visual Inspection
- Auditory Brainstem Response
- Otoacoustic Emissions
- Pure-Tone Audiometry
- Tympanometry
- Behavioral Observation

- Screening and Identification Protocols
 - Infants and Young Children
 - School-Age Children and Youth
- Hearing Screening and Monitoring Children Who Cannot Respond to Traditional Techniques
- Screening Personnel
 - Audiologists
 - Speech-Language Pathologists
 - Parent Volunteers, School Nurses, and Paraprofessionals
 - Training of Support Personnel
- Screening Equipment and Maintenance
 - Screening Equipment
 - Equipment Maintenance/Calibration
 - Infection Control
- Screening Environment
 - Location of the Screening Room
 - Noise Levels
 - Other Factors
- Organization of Screening and Identification Programs
 - Scheduling of the Screening
 - Activities Prior to the Screening
 - Activities During the Screening
- Follow-Up Procedures
 - Follow-up Screening for Middle Ear Conditions and Medical Referrals for Audiologic
 - Referrals for Audiological Evaluations
 - Educational Screening
- Data Management and Reporting
- Determining the Effectiveness of Hearing Screening and Identification Programs
 - Data from Screening Program
 - Sensitivity and Specificity
 - Cost Effectiveness

Chapter 5. Assessment

- The Cross-Check Principle in Educational Audiology
- Basic Assessment of Hearing
 - Case History
 - Otoscopy and Visual Inspection
 - Behavioral Assessment
 - Physiological Assessment
- Modifications for Special Populations
 - Pure-Tone Modifications
 - Speech Modifications

- Monitoring Hearing Sensitivity
 - Types of Monitoring
 - Schedules for Monitoring
- Additional Audiometric Information and Functional Hearing Assessment
 - Speech Recognition for Sentences and Phrases
 - Speech Perception in Noise Testing
 - Listening in Noise
 - Speech Recognition With Visual Access
 - The Functional Listening Evaluation
 - Auditory and Listening Development Skills
 - Audiometric Assessment Considerations Without a Sound Booth
 - Cultural Considerations
- Assessment of the Educational Effects of Hearing Status
 - The Classroom Listening Assessment
 - Use of Teacher Checklists
 - Interpretation of Audiological Information
 - Need for Comprehensive Evaluation
- Communication of Assessment Results
 - Audiograms
 - Written Reports
 - Teacher Letters
 - Letters to Physicians or Other Professionals
 - Telephone or Personal Conferences
 - E-mail, Texting, and Web-Based Communication
 - Documentation
 - Privacy Issues
- Personal Vulnerability and Safety

Chapter 6. Auditory Processing Deficits

with Lisa Cannon

- Auditory Processing Deficit Basics
 - Terminology and Definitions of Auditory Processing and Auditory Processing Deficits and Disorders
 - Criteria for Determination of an Auditory Processing Disorder
 - Practice Guidelines: The Role of the Audiologist and Other Professionals
 - APD and other Disorders
- An Educational Model of Auditory Processing
 - ADP and Multitiered Systems of Support

Implementing a School-Based APD Program

- Step 1. Developing the APD Team & Philosophy
- Step 2. Referral & Screening
- Step 3. Assessment for APD
- Step 4. Eligibility for Services
- Step 5. Intervention

Chapter 7. Classroom Acoustics and Other Learning Environment Considerations

Learning Environments and At-Risk Students

- Listening and Learning Challenges
- Lighting and Learning Challenges
- At-Risk Students
- Universal Design for Learning

Properties of Classroom Acoustics

- Noise
- Signal-to-Noise Ratio
- Reverberation
- Inverse Square Law and Critical Distance

Classroom Acoustics and Speech Perception

- Effects of Noise on Speech Perception
- Effects of Reverberation on Speech Perception
- Combined Effects of Noise and Reverberation on Speech Perception
- Effects of Classroom Acoustics on Teachers

Classroom Acoustics Standard

- History and Development of the Standard
- Current Standard Status
- Classroom Audio Distribution Systems
- Conformance and Tolerance Verification
- Standard Adoption

Classroom Acoustics Resolutions and Guidelines

Measuring Classroom Acoustics

- Classroom Observation
- Instrument and Software Programs
- Classroom Noise Measurements
- Classroom Reverberation Measurements
- Estimating Critical Distance

Role of the Educational Audiologist

- Management of the Learning Environment

Chapter 8. Hearing Instruments and Remote Microphone Technology

with Erin Schafer

Rationale for Hearing Instruments and Remote Microphone Technology

- Recent Trends and Regulatory Considerations
- Regulations

The Role of Case Law

- Professional Practice Standards and Scope of Practice Considerations
- The Responsibility of Public Education
- Keeping up with Technological Advancements
- Equipment and Space Requirements

Assessment of the Hearing Instruments and Remote Microphone Technology in Children and Youth

- Candidacy and Candidacy Considerations
- Device Selection Considerations for Remote Microphone Technology

Personal Hearing Instruments and Remote Microphone Technology Options

- Hearing Aids
- Cochlear Implants
- Remote Microphone Technology

Implementation and Management of Hearing Technology

- Fitting and Verification
- Orientation and Training
- Validation
- Monitoring and Equipment Management
- Strategies to Implement the American Academy of Audiology Hearing Assistance Technology Guidelines

Other Assistive Technologies

Chapter 9. Case Management and Habilitation

Planning Case Management and Habilitation

- The Importance of Service Coordination
- Facilitating Effective Case Management

Implementing Audiological Habilitation

- Direct Services
- Indirect Services

Services for Special Populations

- Students with Unilateral Hearing Conditions, Single-Sided Deafness, or Minimal Hearing Loss
- Students with Auditory Processing Deficits and Auditory Neuropathy Spectrum Disorder
- Students with Multiple Learning Challenges
- Students Using Cochlear Implants (CIs)
- Early Hearing Detection and Intervention (EHDI)

Inclusion

Chapter 10. Supporting Wellness and Social-Emotional Competence

with Carrie Spangler

A Wellness Perspective

Social-Emotional Development

Bullying and Victimization

Skills and Strategies for Students to Address

Wellness and Social Competence

Self-Determination Skills

Self-Advocacy Skills

Counseling Strategies

Reflective Listening

Self-Assessment

Extending Conversations and Coaching

Networking for Students

Peer Mentors and Role Models

Referring for Additional Services

Chapter 11. Developing Individual Plans

The Special Education Process

Step 1: Identification: Concern About the Child

Step 2: Referral to Special Education and Assessment

Step 3: Determination of Eligibility

Step 4: The Individualized Education Program Meeting

Step 5: Review and Revision of the Individualized Education Program

Due Process Procedures

The Educational Audiologist's Role in the Special Education Process

The Individual Education Program

Consideration of Special Factors:

Communication Considerations

Services, Placement and Least Restrictive Environment Considerations

Services for Parents

Transition Planning

Individualized Education Program Goal Development

Section 504 Plan

The Services Plan

The Individual Family Service Plan

Eligibility Criteria

Purpose of the Individual Family Service Plan

Individual Family Service Plan Requirements

The Role of Case Law

Chapter 12. Prevention of Noise Induced Hearing Loss and Tinnitus in Youth

with Deanna K. Meinke

Epidemiology Estimates of Noise-Induced Hearing Loss in Youth

Epidemiology of Noise-Induced Tinnitus in Youth

Rationale for Hearing Loss Prevention Targeting Youth

Public Health Role for Audiologists

Raising Public Awareness in the School Setting

Noise Awareness and Prevention Programs

Education to Prevent Noise-Induced Hearing Loss

Dangerous Decibels

Hearing Screenings for At-Risk Individuals

Advocating for Public Policies

Challenges and Future Directions

Section II. Collaborative Practices & Program Effectiveness

Chapter 13. Supporting the Educational Team

with Carrie Spangler

Formal Inservice

Preparation

Presentation

Follow-up

Continuing Contact With Participants

Coaching and Mentoring

Educational Coaching

Coaching for Educational Audiology

Mentoring

Chapter 14. Educational Considerations for Students Who Are Deaf or Hard of Hearing

Critical Issues in Deaf Education

Accountability and Oversight

Communication and Communication Access

Quality Instruction

Evidenced-Based Practices

Students Not Eligible for Special Education

Maintaining Teacher of the Deaf and Related

Service Provider Positions

Parent and Family Engagement

Early Hearing Detection and Intervention

and Early Childhood Education

Technology

Deaf Versus Hard of Hearing

National Association of State Directors of Special

Education: Ten Essential Principles for Effective

Education of Deaf and Hard of Hearing Students

What Is Research Saying?
Legislative Initiatives in Deaf Education
 Language Acquisition and Literacy
 Accountability
 Deaf Child's Bill of Rights
 Hearing Aid Insurance
Educational Assessment
Transition Planning
Best Practice Considerations in Educating
Children and Youth Who Are Deaf and Hard of
Hearing
 Know Your Students
 Adopt Program Standards
 Conduct a Program Review
 Identify Evidenced-Based and Consensus-
 Based Practices
 Utilize Progress Monitoring
 Incorporate Expanded Core Curricula
 Utilize Deaf and Hard of Hearing Peers and
 Role Models
 Engage Parents and Caregivers

Chapter 15. Collaborative School–Community Partnerships

Establishing and Maintaining Relations With
Community Resources
Identifying and Interfacing with Community
Resources
 Identifying Resources Through a Community
 Survey
 Potential Community Partners
 Updating the Community Resource Survey
Marketing and Advocacy for Educational
Audiology Programs
 Increased Name Recognition
 Broadened Visibility of Service
 Increased Knowledge of Program Outcomes
 Internal Marketing
 External Marketing
Developing and Fostering Creative Collaborative
Efforts
 Information and Materials to Share
 Facilitating Interprofessional Collaboration
 Fostering Creative Community
Collaboration
Legal and Ethical Issues

Chapter 16. Program Development, Evaluation, and Management

Program Development

Laying the Foundation
Needs Assessment
Planning
Program Evaluation
 Assessment of Existing Audiology Services
 Planning for Improvement
 Implementation of New Services
 Measuring Effectiveness
 State Model Evaluation Systems
Program Management
 Annual and Monthly Scheduling
 Day-to-Day Scheduling
 Office Support
 Data Management
 Forms
 Budget and Finances
 Facilitating Meetings
 Challenges

Chapter 17. Reflections and Future Directions with Sarah Florence

Emerging Themes
 The Educational Audiologist as an Integral
 Member of the Multidisciplinary Team
 The Emphasis on Accountability, Specific
 Student and Program Outcomes, and Use of
 Cost -Effective Strategies to Address Critical
 Issues
 Societal Factors
 Promoting Hearing Loss Prevention as a
 Social Health Problem
Remote Audiology Practices
 Remote Educational Audiology Services
 Model
 Remote/Onsite Hybrid Model
 Remote Support of Onsite Educational
 Audiologists
 Service Considerations
 Remote Technology Tools