

Ohio Board of Speech-Language Pathology and Audiology

Student with Hearing Loss????

Why the Educational Audiologist needs to be on YOUR school team!

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What???? I didn't hear you??? Communication is a significant part of the educational experience. Communication is defined by Merriam Webster as the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else. Effective communication is an essential foundation for learning in the school environment. Carol Flexer describes hearing as a first-order event for spoken language, reading, and learning which is all based on early development of the auditory centers of the brain. Unmanaged hearing loss will inevitably hinder.



It is estimated that there are approximately 14.9% of U.S. school children have a hearing loss that can impact their educational progress. (Niskar et al., 1998). Considering this statistic, it is likely that there are several students in every school district that have some degree of hearing loss.

How can we be sure that ALL students with any degree of hearing loss have appropriate access to the educational curriculum? In the school setting, it is important to include an educational audiologist on the student's IEP or 504 team. Educational audiologists are uniquely qualified to facilitate support for students with hearing loss in the educational system. In addition to identifying a student's hearing loss, the educational audiologist has knowledge and skills regarding the impact of hearing loss on classroom learning, educational goals and benchmarks in developing an Individualized Education Program (IEP) and experience with accommodations and technology for support within the classroom.

Educational Audiology Defined

The Individuals with Disabilities Education Act (IDEA) defines the practice of audiology in educational settings as follows:

- Identification of children with hearing loss
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing
- Provision of habilitative activities, such as language habilitation, auditory training, speechreading, hearing evaluation and speech conservation
- Creation and administration of programs for hearing loss prevention
- Counseling and guidance of children, parents and teachers regarding hearing loss
- Determination of children's needs for group and/or individual amplification, and selecting and fitting appropriate amplification

Resources

- School Based Audiology Services: <http://www.edaud.org/advocacy/6-advocacy-09-09.pdf>
- Minimum Competencies for Educational Audiologists: <http://www.edaud.org/position-stat/1-position.pdf>