

*(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](http://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. 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	Collaborative Activities	Teachers of the Deaf & Hard of Hearing
<ul style="list-style-type: none"> <li>• Manage school-based hearing screening programs.</li> <li>• Lead efforts with students, teachers and parents to provide education regarding the impact of noise exposure and hearing loss prevention measures.</li> <li>• Manage audiologic equipment and hearing assistive devices including maintenance and calibration.</li> <li>• Collect and review audiologic evaluations for children evaluated in other audiological facilities.</li> <li>• Perform comprehensive, educationally relevant hearing evaluations, interpret results and implications, and make recommendations to enhance communication access and learning.</li> <li>• Assess auditory processing function and make recommendations to manage APD issues in the classroom.</li> <li>• Assess classroom acoustics and make recommendations to improve classroom listening environments.</li> <li>• Evaluate and make recommendations for personal hearing instruments, classroom, and other hearing assistive technology</li> <li>• Perform fitting, validation, and management of hearing assistance technology.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make recommendations to improve access to communication, participation and instruction including use of assistive technologies for alerting, messaging, and other routine functions.</li> <li>• 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).</li> <li>• Collaborate with interpreters, transliterators and/or CART providers regarding expressive and receptive preferences and abilities of students accessing those services.</li> <li>• Lead discussion of the Communication Plan/Special Factors at annual IEP meetings.</li> <li>• Educate school personnel about language, communication, social, and educational effects of hearing loss/deafness, technology options, and associated accommodations.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Provide specialized instruction in expanded core curricular areas such as communication, career education, self-determination and advocacy, social-emotional skills, technology and family education.</li> <li>• Act as liaison to school-based instructional staff and personnel.</li> <li>• 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.</li> </ul>