

- If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.
- This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.

No part of the materials available through the continued.com site may be copied, photocopied, reproduced, translated or reduced to any electronic medium or machine-readable form, in whole or in part, without prior written consent of continued.com, LLC. Any other reproduction in any form without such written permission is prohibited. All materials contained on this site are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of continued.com, LLC. Users must not access or use for any commercial purposes any part of the site or any services or materials available through the site.

## Technical issues with the Recording?

- Clear browser cache using [these instructions](#)
- Switch to another browser
- Use a hardwired Internet connection
- Restart your computer/device

## Still having issues?

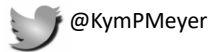
- Call 800-753-2160 (M-F, 8 AM-8 PM ET)
- Email [customerservice@AudiologyOnline.com](mailto:customerservice@AudiologyOnline.com)



# How to advocate for educational audiology ⇒ #EdAudAdvocacy ⇐

Kym Meyer, M.S., CCC-A  
PhD Candidate, Special Education Policy, UMASS-Amherst

Educational Audiologist/Certified Teacher  
Director, Public School Partnerships  
The Learning Center for the Deaf, Framingham, MA



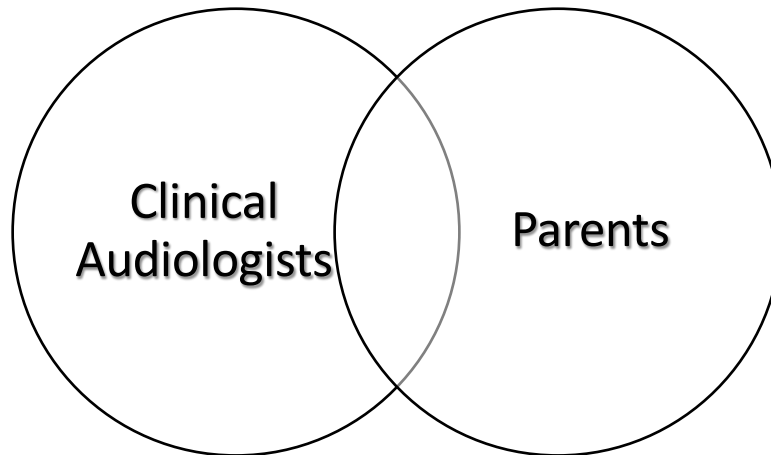
## Learning Outcomes

After this course, participants will be able to

1. Identify services that an educational audiologist can provide.
2. Name ways that an educational audiologist can collaborate with other school professionals, including the teacher of the deaf, speech-language pathologist, special educators, and clinical audiologists.
3. Identify the laws that support access to educational audiology.
4. Identify resources to advocate for educational audiology services in their area.

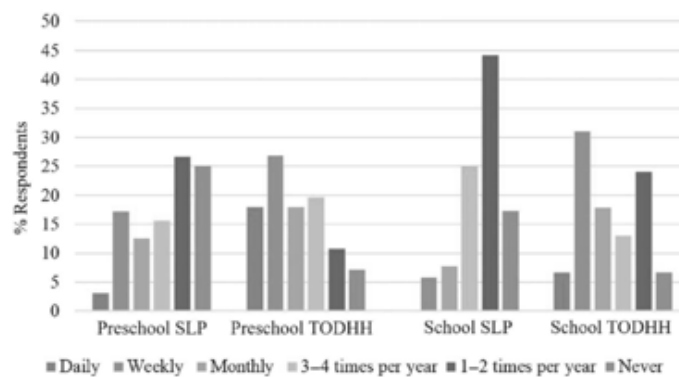
continued

Clinical AuDs and parents:  
partnering together  
to advocate for educational audiology



continued

**Figure 1.** Frequency of communication with audiologist by profession. SLP = speech-language pathologist; TODHH = teacher of children who are deaf or hard of hearing.



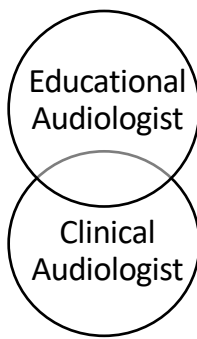
Page, et al., 2018  
Research from the Outcomes of Children  
with Hearing Loss (OCHL) Study

continued

**continued**

**AUDIOLOGISTS MAKE A DIFFERENCE!**

Results from the Outcomes of Children with Hearing Loss Study



**Most benefit**  
**Least benefit**

Language growth over time

**AIDED AUDIBILITY MATTERS!**  
Well-fit hearing aids provide the best audibility for speech, which helps children learn language quickly and develop age-appropriate language skills. Some children could receive more access to speech and benefit from their hearing aids.

**AM I USING EVIDENCE-BASED HEARING AID FITTING AND VERIFICATION MEASURES?**  
Real-ear probe microphone verification results in better aided audibility (benefit) for children who are hard of hearing.

**HEARING AID USE MATTERS!**  
Children who wear hearing aids at least 10 hours a day, regardless of the severity of their hearing loss, learn language faster than children with less hearing aid use and are more likely to have age-appropriate skills by the time they enter elementary school.

**AM I TALKING ABOUT HEARING AID USE WITH PARENTS AND CAREGIVERS?**  
To identify families who need support in achieving full-time use, regularly discuss data logging results with families and ask them how consistently hearing aids are worn in different situations.

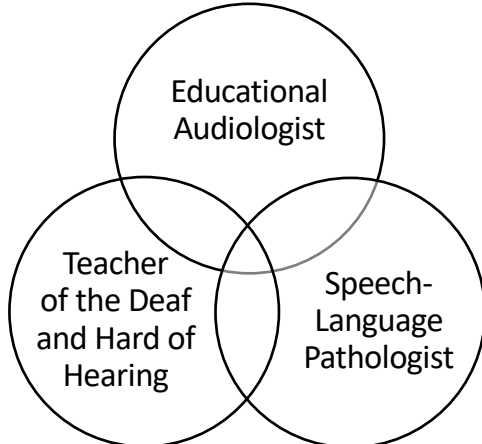
**AFTER THE FITTING, AM I...?**

- Sharing strategies for making sure children hear speech well at home?**  
Counsel parents to turn off the TV and stay close when talking.
- Teaching and reviewing how to perform a hearing aid listening check?**  
Listening checks help ensure good audibility.
- Communicating with intervention providers?**  
Providers can help families set high expectations for hearing aid use and language development.

**Outcomes of Children with Hearing Loss (OCHL) Study**

**continued**

**School based personnel: Overlapping but importantly different expertise**



**Educational Audiologist**

**Teacher of the Deaf and Hard of Hearing**

**Speech-Language Pathologist**

## What does the law say?

### What laws cover students with hearing loss in schools?

- **IDEA:** Individuals with Disabilities Education Act (special education law). Students who qualify under IDEA will receive an IEP (Individual Education Program).
- **Section 504:** an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as students without disabilities (an “access” law).

## IDEA: Sec. 300.34 Related Services

(a) **Related services** means transportation and such developmental, corrective, and **other supportive services as are required to assist a child with a disability to benefit from special education, and includes** speech-language pathology and **audiology services**, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

## IDEA: Sec. 300.34 Related Services

(c) Individual related services terms defined. The terms used in this definition are defined as follows:

(1) **Audiology** includes—

- (i) Identification of children with hearing loss;
- (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

continued

## IDEA: Sec. 300.34 Related Services

- (iv) Creation and administration of programs for prevention of hearing loss;
- (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- (vi) **Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.**

continued

**Even though audiology is a related service within special education law...**

- Educational audiology service delivery models vary widely.
- There is no predictable way of knowing what states, or even what school districts offer regular access to educational audiologists.
  - Some districts hire EdAuds as employees
  - Other districts participate in collaborative organizations that hire audiologists (BOCES, IUs, AEAs)
  - Some hospitals and schools for the deaf have consultation programs in which they contract out EdAuds to public schools.



## IDEA: 300.5 Assistive Technology

Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The **term does not include a medical device that is surgically implanted**, or the replacement of such device.

Hearing Assistive Technology (HAT) and closed captioning are covered here.

## SCOPE OF PRACTICE

- Audiologists are the **ONLY** professionals where fitting HAT is within their Scope of Practice
- Making decisions/selections about HAT; initial HAT fittings:
  - are not stated in Teachers of the Deaf or SLPs Scope of Practice,
  - nor taught in their graduate training programs

## What is really happening...

- TODs and SLPs are often asked by their special education directors to determine what to order, and then perform initial HAT fittings on children. 🤖
- TODs/SLPs are afraid to say no, even though they have not been trained, and this is not within their scope of practice. 🗣️
- Most recently I came across a TOD Facebook page, where one was asking other TODs how to add HAT to a CROS hearing aid 🤖

All children with hearing loss need these professionals to collaborate!



## Raising and Educating Deaf Children

Foundations for Policy, Practice and Outcomes

Home About eBulletins Recommended Reading

Search 2018

## Separating the Roles of Teachers of the Deaf and Educational Audiologists

## The issue

The U.S. Department of Education publishes data identifying where students on Individual Education Programs (IEPs) are educated. These data indicate that the majority of deaf and hard-of-hearing (DHH) children on IEPs, and all DHH children on 504 plans, are educated in regular, public school classrooms (Section 504 of the Rehabilitation Act of 1973 prohibits discrimination in education based on disability). Childhood hearing loss is considered a low incidence disability, which means that school most personnel likely have never worked with a DHH child. Nonetheless, it is important that all of a DHH student's needs are met: educational (e.g., learning how to read), access (e.g., making sure that their auditory equipment is working), and social-emotional (e.g., utilizing hearing and communication strategies to make and maintain authentic friendships). Neither general nor special educators address these issues in their training, but teachers of the



## Website link:

<http://www.raisingandeducatingdeafchildren.org/2017/04/03/separating-the-roles-of-teachers-of-the-deaf-and-educational-audiologists/>

## Shared and Suggested Roles of Educational Audiologists, Teachers of the Deaf and Hard of Hearing, and Speech-Language Pathologists

When the student's team is designating primary responsibility for each activity listed, the professional scopes of practice and state licensure/certification requirements, as well as training and experience, should guide considerations for specifying responsible personnel. Areas with direct scope of practice implications are checked.

Student Assurances: Audiological and Equipment Needs	Ed Aud	TODHH	SLP	Other
1. Audiological evaluations that include recommendations to enhance communication access and learning.	✓			
2. Diagnosis of auditory processing disorders (APD) with recommendations to manage APD issues provided to school personnel for the classroom and to parents for out of school consideration.	✓			
3. Management of auditory access in all educational environments				
4. Assessment of classroom acoustics with recommendations made to improve classroom listening environments where necessary.				
5. Evaluation and fitting for personal hearing instruments, classroom, and other hearing assistive technology.	✓			
6. Management of hearing assistive devices including maintenance and troubleshooting.				
7. Provision of training for school personnel and students, when appropriate, to perform listening checks and basic troubleshooting to maintain proper functioning of personal hearing instruments and hearing assistance technology.				
8. Provision of hearing assistive technology services including educating students, teachers of the deaf/hard of hearing, and other school personnel regarding technology performance and expectations.				
9. Use of daily listening checks to monitor functioning of hearing technology used by students.				

www.edaud.org



continued

IDEA: Sec. 300.113 Routine checking of hearing aids and external components of surgically implanted medical devices

(a)Hearing aids. Each public agency must ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

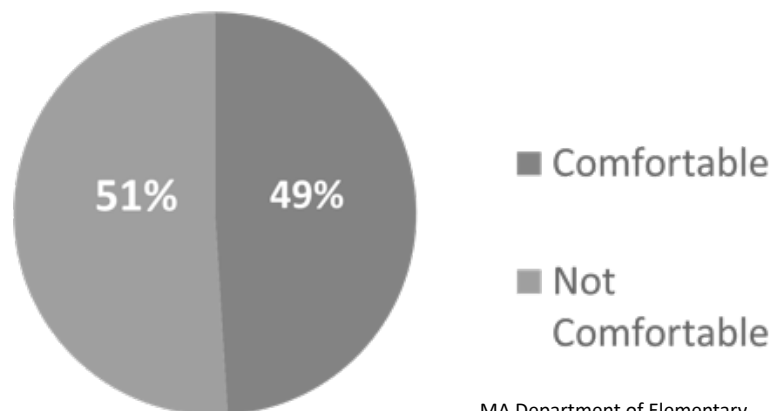
(b)External components of ***surgically implanted medical devices***.

(1) each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

(2) a public agency is not responsible for the post-surgical maintenance, programming, or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device).

continued

Massachusetts SLPs: self-reported comfort about how to check student HAT



MA Department of Elementary  
& Secondary Education, 2006

continued

continued

## Educational Audiology and 504s

- Students with permanent hearing loss, who are not eligible for special education services under IDEA can receive *related services (educational audiology) and assistive technology (HAT)* through a 504 plan.
- Through periodic monitoring, the educational audiologist can support communication access accommodations, including the use of assistive technology, as they pertain to the student's hearing loss.

continued

Caution! What happens when audiologists are not involved in HAT fittings?

Real life examples:

continued

continued

- ...the HAT turned a child's hearing aids off every time the SLP attached it. The child heard nothing while he was at school and was in danger of failing.
- ...teachers wore a HAT microphone, but did not realize the child needed HAT receivers on their hearing aids. Without receivers, the child did not have access to the curriculum.
- ...teachers in classrooms mixed up the microphones and receivers for three children for six weeks during the school year.
- ...the school decided to use a speaker system for a student with a very significant hearing loss. This benefitted all the students in the room, except the child with hearing loss.

continued

**Resources to advocate for  
Educational Audiology  
(EdAud)  
#EdAudAdvocacy**

continued

**continued**  
**Wrightslaw**

Wrightslaw | Wrightslaw Way Blog | IDEA 2004 |

Home > Topics > Related Services > Children with Hearing Loss Need an Educational Audiologist on their Education Team



**Children with Hearing Loss Need an Educational Audiologist on their Education Team**  
by Kym Meyer, Educational Audiologist

*How do students with hearing loss get the support that they need to understand in a typical, noisy classroom?*  
Make sure you include an educational audiologist on the educational team!

Many children with hearing loss attend public schools. These are children who wear hearing aids, cochlear implants, may only be deaf in one ear, or have an auditory processing disorder. Hearing loss is a "low incidence" disability, so there aren't many of these students in each school. Most regular and special education teachers have never had training in hearing loss.

How do students with hearing loss get the support they need to understand in a typical, noisy classroom?

**Educational Audiology is a "Related Service" under the Individuals with Disabilities Education Act (IDEA).**

However, educational audiology services can look drastically different between states or even between school districts in the same state. Some school buildings actually have audiology booths to test children's hearing. Other districts have never heard of educational audiology and, as a result,

**Website link:**  
<http://www.wrightslaw.com/info/rel.svcs.ed.aud.meyer.htm>

**continued**

Put this recommendation, in your clinical audiology reports...

- *Hearing assistive technology (HAT) is recommended to access the curriculum. Consultation in the school from an educational audiologist is recommended to select and fit appropriate HAT technology.*
- Special education directors and principals may not always understand that an EdAud is the right professional to do this work.
- Putting this recommendation, even if you don't have EdAud services in your area, will start the conversation with parents and administrators.

## Shared and Suggested Roles of Educational Audiologists, Teachers of the Deaf and Hard of Hearing, and Speech-Language Pathologists

*When the student's team is designating primary responsibility for each activity listed, the professional scopes of practice and state licensure/certification requirements, as well as training and experience, should guide considerations for specifying responsible personnel. Areas with direct scope of practice implications are checked.*

Student Assurances: Audiological and Equipment Needs	Ed Aud	TODHH	SLP	Other
1. Audiological evaluations that include recommendations to enhance communication access and learning.	✓			
2. Diagnosis of auditory processing disorders (APD) with recommendations to manage APD issues provided to school personnel for the classroom and to parents for out of school consideration.	✓			
3. Management of auditory access in all educational environments				
4. Assessment of classroom acoustics with recommendations made to improve classroom listening environments where necessary.				
5. Evaluation and fitting for personal hearing instruments, classroom, and other hearing assistive technology.	✓			
6. Management of hearing assistive devices including maintenance and troubleshooting.				
7. Provision of training for school personnel and students, when appropriate, to perform listening checks and basic troubleshooting to maintain proper functioning of personal hearing instruments and hearing assistance technology.				
8. Provision of hearing assistive technology services including educating students, teachers of the deaf/hard of hearing, and other school personnel regarding technology performance and expectations.				
9. Use of daily listening checks to monitor functioning of hearing technology used by students.				

[www.edaud.org](http://www.edaud.org)



## Optimizing Outcomes for Students who are Deaf or Hard of Hearing

### Educational Service Guidelines

Third Edition

National Association of State Directors of Special Education, Inc.

Every parent and professional should download this free document (link in references)





Recommendations made at a recent best practices in mainstreaming conference...

**Use the resources in your community to “nudge” the district into EdAud compliance**

**PARENTS!**

- Ask clinical AuDs to give out the Wrightslaw article to their parents
- Present (or get someone else not in your district) to local parent groups, Hands & Voices, etc. about EdAuds.

**Tap into your local audiology community**

- Ask them to include this recommendation on EVERY report: “An educational audiology consultation is recommended”

**Be a resource to local DHH organizations**

**Where can districts find an EdAud?**  
Call/Connect/Check...

- the Educational Audiology Association (EAA)  
[www.edaud.org](http://www.edaud.org) to determine if there is one in your area.
- with other local families of children with hearing loss and find out if their children have access to an EdAud in their school district.



## Where can districts find an EdAud?

Call/Connect/Check...

- to see if your district can contract with the other school district to “borrow” their EdAud.
- your state Commission of the Deaf and Hard-of-Hearing to ask if they have any resources.
- a local university that trains audiologists to see if they can provide EdAud services (though, sadly, increasing AuD training programs are not providing instruction in EdAud service delivery).



Support the movement

# #EdAudAdvocacy

Use the hashtag across  
social media platforms, to  
educate parents and other  
audiologists about EdAud  
services



continued

# Questions?



continued

## References

- American Speech-Language-Hearing Association (nd.) *Resources for Educational Audiologists*. Retrieved from: <https://www.asha.org/aud/Resources-for-Educational-Audiologists/>
- Educational Audiology Association (2018). *Supporting Students who are Deaf and Hard of Hearing: Shared and Suggested Roles of Educational Audiologists, Teachers of the Deaf and Hard of Hearing, and Speech-Language Pathologists*. Retrieved from: <http://edaud.org/position-statements/>
- Educational Audiology Association (2018). *School-Based Audiology Advocacy Series*. Retrieved from: <http://edaud.org/advocacy-series/>

continued

## References

- MA Department of Elementary and Secondary Education (2006). School survey of children with hearing loss. Boston, MA: Author.
- Meyer, K. (2017, September). Children with Hearing Loss Need an Educational Audiologist on their Education Team. *Wrightslaw Educational Advocacy*. Retrieved from: <https://www.wrightslaw.com/info/rel.svcs.ed.aud.meyer.htm>

## References

- Meyer, K. (2017, April). Separating the roles of teachers of the deaf and educational audiologists. Raising and Educating Deaf Children: Foundations for Policy, Practice and Outcomes. Retrieved from <http://www.raisingandeducatingdeafchildren.org/2017/04/03/separating-the-roles-of-teachers-of-the-deaf-and-educational-audiologists/>
- National Association of State Directors of Special Education. (2018). *Optimizing outcomes for students who are deaf or hard of hearing: Educational Service Guidelines*. Retrieved from: <https://www.nasdse.org/LinkClick.aspx?fileticket=9v8pO3R7Nzk%3D&tabid=36>

## References

- Moeller, MP & Tomblin, B. (2008). Outcomes of Children with Hearing Loss Study (OCHL). Retrieved from: <https://ochlstudy.org/ochl>
- Page, TA, Harrison, M, Moeller, MP, Oleson, J, Arenas, RM, & Spratford, M. (2018, October). Service Provision for Children Who Are Hard of Hearing at Preschool and Elementary School Ages. *Language, Speech, and Hearing Services in Schools*, 49, 965-981.