



School-based Audiology Advocacy Series Auditory (Re)H habilitation

(Approved by the Board of Directors of the Educational Audiology Association July 2010)

Auditory (Re)H habilitation

Auditory (re)habilitation uses various approaches to assist individuals with hearing, listening and auditory processing problems to maximize their auditory capabilities for communication and learning. For children, auditory (re)habilitation is a vital step in the process of gaining spoken language skills. According to IDEA, the educational audiologist is required to address (re)habilitation of children with auditory problems by “providing habilitation activities, such as language habilitation, auditory training, speech reading, (lipreading), hearing evaluation, and speech conservation” (34CFR 300.34(c)(1)(iii).

The role of the educational audiologist is influenced by many issues and therefore varies by school district, agency, setting, program characteristics, expertise, and/or state regulations. The educational audiologist’s role in providing auditory (re)habilitation services likewise varies. Frequently auditory (re)habilitation responsibilities are shared with a speech-language pathologist and/or deaf educator/consultant. Because scope of practice definitions state that an audiologist must fit hearing instruments and hearing assistive technology, these areas of (re)habilitative services are most common for educational audiologists. Educational audiologists also typically instruct students, parents and school staff in the function, use, and care, as well as the limitations, of these instruments. The educational audiologist will develop IEP goals related to listening skill development, use of amplification, and counseling regarding self-advocacy. Services may be delivered directly to the student or in consultation with other school staff. Regardless of delivery method, progress must be frequently monitored to assess performance and make adjustments to programs and services. The educational audiologist is an indispensable member of the IEP team as well as a resource on hearing accessibility for all students in the schools.

This document is part of the School-Based Audiology Advocacy Series. Please see additional statements on School-based Audiology Services, Audiology Services Under 504, Auditory (Re)habilitation, Classroom Acoustics, Educational Audiology Services Under IDEA: Pertinent Regulations, Hearing Assistance Technology, Hearing Screening, Noise and Hearing Loss Prevention, Role in EHDl and On-Going Hearing Loss Surveillance in Young Children, and References and Resource Materials.