

(Approved by the Board of Directors of the Educational Audiology Association November 2011)

Assessment

Audiologists working in the schools have the unique opportunity to evaluate students across multiple settings as they progress through each grade level. This flexibility allows measurement of hearing as well as the students' ability to function in a variety of learning environments. Classroom acoustics, extraneous noise, teacher vocal quality, classroom management and the composition of students within a classroom grouping all impact how students are able to hear and utilize their listening skills with or without the benefit of amplification.

Traditional audiological evaluations coupled with functional assessments and observations provide students, families and school personnel with relevant information to maximize student performance. For example:

- Personal amplification and hearing assistive technology are fit, verified, validated, and then maintained to successfully ensure that students have the best auditory access throughout their school day, every day.
- Assessment protocols are conducted to identify and support accommodations provided each student via an Individual Education Program (IEP) or a 504 Plan. These assessments include testing in noise either in a special sound treated room or in the students' classroom, or even in the gymnasium if that is where learning has been reported as problematic. Running speech may be used to simulate classroom discourse.

Together these evaluations can assist school teams to guide their students in independent use of their hearing assistive technology as well as implementing other accommodations and modifications that improve access to communication required in the learning environment.

The school-based audiological assessment yields a distinctive profile of students' access to communication and information across settings. This assessment builds upon and incorporates the basic components of a comprehensive audiological evaluation and fitting protocols for hearing assistive technology use.