



School-based Audiology Advocacy Series The Educational and Clinical Audiology Partnership

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

The Educational and Clinical Audiology Partnership

Educational and clinical audiologists share in the responsibility of meeting the auditory needs of the children they serve. Effective communication between both audiologists requires a partnership that is fostered by trust and open consistent communication. The partnership is necessary so that appropriate accommodations are effectively implemented to manage the child's communication needs. The partnership also demonstrates to parents that we share the same goals for their children. We work as a team to promote appropriate management and to resolve problems without placing parents in the role of messenger between the clinic and the school.

School-based and clinical assessments often have complimentary purposes that result in a comprehensive profile of a child's auditory performance. For example, the clinical evaluation may primarily be focused on the diagnosis of the hearing disorder for the purpose of medical/surgical intervention and potential hearing aid candidacy. The educational audiologist may expand this assessment to evaluate listening performance in the classroom to address accommodations. Additional components of the educational audiology assessment may include measurements of classroom acoustics, listening in noise and other adverse conditions, classroom communication participation, and the use of hearing assistance technology

Technology, such as cochlear implants, hearing aids, FM systems and loop technology are frequently utilized at school, at home and in the community. Communication is required to ensure appropriate settings and utilization of this technology across these settings. For example, hearing aids with the latest technology must be programmed to receive FM input to be most effective in noisy classroom situations. Conversely, if a child continues to experience difficulties hearing in the classroom, even with the addition of an FM system, the clinical audiologist should be made aware so that CI mixing ratios or hearing aid programming may be reevaluated. As technology and programming options advance, so must our understanding of the range of communication conditions and connectivity options students encounter each day.

The partnership is supported by maintaining current release of information so that all assessment data are shared and appointment proceedings are documented. Forms that communicate specific information about amplification devices and their settings, clinical and functional performance, and any other pertinent data facilitate the flow of information. Ultimately, the combined special expertise of both educational and clinical audiologists results in the best care for the children concerned.

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 EHDI and On-Going Hearing Loss Surveillance in Young Children, and References and Resource Materials.