



Educational Audiology Advocacy Agenda

The Educational Audiology Association advocates access to relevant supports and services that enable children and youth with hearing and auditory disorders to fully participate in their educational programs. This provides them the opportunity to be productive members of their communities. This agenda reflects the essential components of educational audiology services that are required in order for children and youth to achieve this desired outcome.

All students (ages three to twenty-one years) with a normal capacity for learning should have access to an education that results in achieving at least one year’s academic growth in one year. This expectation is the same for students who have hearing loss or auditory processing difficulties. Students with hearing loss and auditory disorders may require additional support services and adjusted learning outcomes. A primary responsibility of the educational audiologist is to ensure that these students have full access to language, communication and instruction in their educational programs through the use of hearing assistive technology and strategic classroom accommodations.

The Educational Audiology Association advocates for the following agenda of educational goals that we assert are achievable when the supporting services are provided by the educational audiologist in collaboration with the school educational team. The goal of these services reflects our commitment for equal access to curricula and instruction, ensuring the opportunity for achievement is the same as for students without hearing loss and auditory problems. Each goal is supported with evidence from regulatory and professional practice documents.

Goals	Evidence/Support
1. All students who are eligible for special education and related services, as well as students in general education receive educationally relevant audiology services.	IDEA, ⁱ 504 ⁱⁱ , EAA School-Based Advocacy Series ⁱⁱⁱ
2. All classrooms meet the ANSI recommended standards of 35dbA and .6 seconds reverberation time with the latter adjusted to meet individual listening needs to .3 sec. as needed.	ANSI/ASA S12.60-2009/10 Classroom Acoustics Standards ^{iv} , EAA School-Based Advocacy Series: Classroom Acoustics ⁱⁱⁱ
3. Hearing loss is identified in all students using procedures based upon nationally accepted best practices.	JCIH 2007 Position Statement ^v , EHDI Guidelines ^{vi} , State Guidelines ^{vii} , Professional organization guidelines (AAA ^{viii}),

ASHA^{ix}), EAA School-Based Advocacy Series: Role in EHDI and On-going Hearing Surveillance in Young Children, Hearing Screeningⁱⁱⁱ

<p>4. All students receive hearing loss prevention education in their school programs targeting reduction of acquired hearing loss from recreational and occupational noise.</p>	<p>CDC^x, IDEA, NIOSH^{xi}, NIDCD^{xii}, NHCA^{xiii}, EAA School-Based Advocacy Series: Noise and Hearing Loss Prevention Educationⁱⁱⁱ</p>
<p>5. All students who have hearing and listening problems, as well as other students who demonstrate benefit, have access to appropriate hearing assistive technology that maximizes accessibility to instruction and peer communication.</p>	<p>IDEAⁱ, 504ⁱⁱ, AAA HAT Guidelines^{xiv}, ASHA Guidelines^{xv}, ANSI/ASA S12.60-2009/10, EAA School-Based Advocacy Series: Hearing Assistive Technologyⁱⁱⁱ</p>
<p>6. All students who have hearing loss or other auditory impairments have auditory (re)habilitation services designed according to their individual needs and focused on training to develop communication skills including listening, processing, speechreading and other visual communication systems, pragmatic language, self-advocacy, and an understanding of how to manage their communication environments with peers and adults.</p>	<p>IDEAⁱ, ASHA SID 7 Aural (RE)Habilitation^{xvi}, EAA School-Based Advocacy Series: Auditory (RE)Habilitationⁱⁱⁱ</p>
<p>7. All students and their families with an identified need for assistance receive counseling services to address acceptance, self-esteem and identity, peer relationships, and other issues that are often associated with hearing and auditory processing disorders.</p>	<p>IDEAⁱ, ASHA SID 7- Aural (Re)Habilitation, ASHA SID 9- Hearing and Hearing Disorders in Children^{xvii}</p>
<p>8. All students with auditory impairments demonstrate personal responsibility and self-advocacy skills that result in their ability to function as independent adults with full communication access within their communities.</p>	<p>IDEAⁱ, 504ⁱⁱ, PEPNet^{xviii}</p>

Schools must be sufficiently staffed to perform these audiology services to provide a free and appropriate education (FAPE) to students under the Individuals with Disabilities Education Act (IDEA) as well as to support students on Section 504 Plans. Audiology consultation through Response to Intervention should be available to all students with hearing loss and listening problems as a general education measure. Provision of these supports and services requires local school districts and cooperatives to minimally staff audiology services at a ratio of 1 audiologist for every 10,000 students (ASHA^{xv}, EAA^{xix}). This ratio should be adjusted for factors such as the geographical area covered by the

audiologist, the number of IEP students that are served, administrative and other available support services.

References

- ⁱ Individuals with Disabilities Education Act of 2004 (IDEA)
- ⁱⁱ Section 504 of the Rehabilitation Act of 1974
- ⁱⁱⁱ Educational Audiology Association School-Based Advocacy Series (www.edaud.org)
- ^{iv} www.asa.org; ANSI/ASA S12.60-2009/10 Classroom Acoustics Standards
- ^v Joint Committee on Infant Hearing 2007 Position Statement, available at: www.audiology.org
- ^{vi} Early Hearing Detection and Intervention Guidelines, available at: www.infanthearing.org
- ^{vii} State guidelines
- ^{viii} American Academy of Audiology, www.audiology.org
- ^{ix} American Speech Language Hearing Association, www.asha.org
- ^x Centers for Disease Control, www.cdc.gov
- ^{xi} National Institute for Occupational Safety and Health
- ^{xii} National Institute on Deafness and Communication Disorders
- ^{xiii} National Hearing Conservation Association
- ^{xiv} American Academy of Audiology (AAA) Professional Practice Guidelines
AAA Clinical Practice Guidelines for Remote Microphone Hearing Assistance Technologies for Children and Youth from Birth -21 Years (2009)
- ^{xv} ASHA Guidelines for Audiology Service Provision in and for the Schools, 2002
- ^{xvi} ASHA Special Interest Division 7
- ^{xvii} ASHA Special Interest Division 9
- ^{xviii} PEPNET Post Secondary
- ^{xix} Educational Audiology Association Professional Practices Position Statement (2009)