

UMassAmherst
The Commonwealth's Flagship Campus

How can I advocate for educational audiology... when the service doesn't exist?

Kym Meyer, Educational Audiologist/Teacher

Director, Public School Partnerships

kym_meyer@tlcdeaf.org

<http://blogs.umass.edu/kpmeyer/>

2018 Best Practices in Mainstreaming
of Deaf and Hard of Hearing Students Conference

All presentation resources/links are found here:

<http://blogs.umass.edu/kpmeyer/>



Feel free to download these too
(Fun section of the site)



Why do you need an educational audiologist?

Have you been asked by your administration to do something with a child's technology, that you felt not qualified to do?

**(Another audience question may
go here)**

How can I advocate for Educational Audiology (EdAud) Services...

What does the law say?

IDEA: Sec. 300.34 Related services

(a) General. 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;

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.**
-

IDEA: Sec. 300.34 Related services

(4) Interpreting services includes—

- (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and
- (ii) Special interpreting services for children who are deaf-blind.

Interpreting services are beyond the scope of this presentation, but I want TODHHs to have the tools they need to advocate for all of their students.

IDEA: 300.324 Consideration of special factors

(2) The IEP Team must -

(iv) ...in the case of a **child who is deaf or hard of hearing**, consider:

- the child's language and communication needs,
- opportunities for direct communications with peers and professional personnel in the child's language and communication mode,
- academic level,
- and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

(v) Consider whether the child needs assistive technology devices and services.

IDEA: 300.5 Assistive technology device

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.

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).

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
- 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.

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

Real life examples:

- ...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.
- ...hearing 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.

General EdAud Resources

Raising and Educating Deaf Children

Foundations for Policy, Practice and Outcomes

Home

About

eBulletins

Recommended Reading

Search JDSDE



Separating the Roles of Teachers of the Deaf and Educational Audiologists

The website:

<http://www.raisingandeducatingdeafchildren.org/2017/04/03/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



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2018 -2019 Training Programs

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Sept 20 - St. Paul, MN

Oct 11 - San Jose, CA

Oct 18 - Dallas, TX

Oct 25 - College Park, MD

[Full Schedule](#)

Be a Hero ...



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?

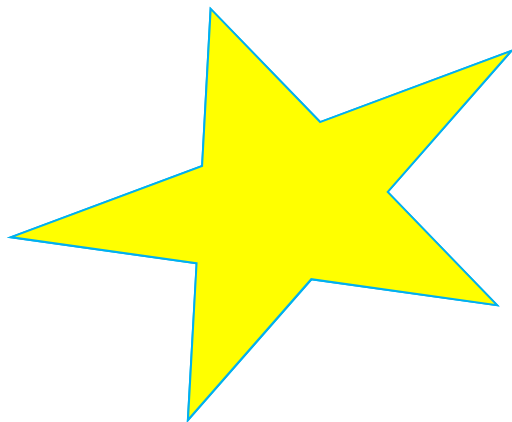
Educational Audiology is a "Related Service" under the Individuals with Disabilities Education Act (IDEA).

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,

Educational Audiology Association (EAA) Advocacy Documents



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. | | | | |

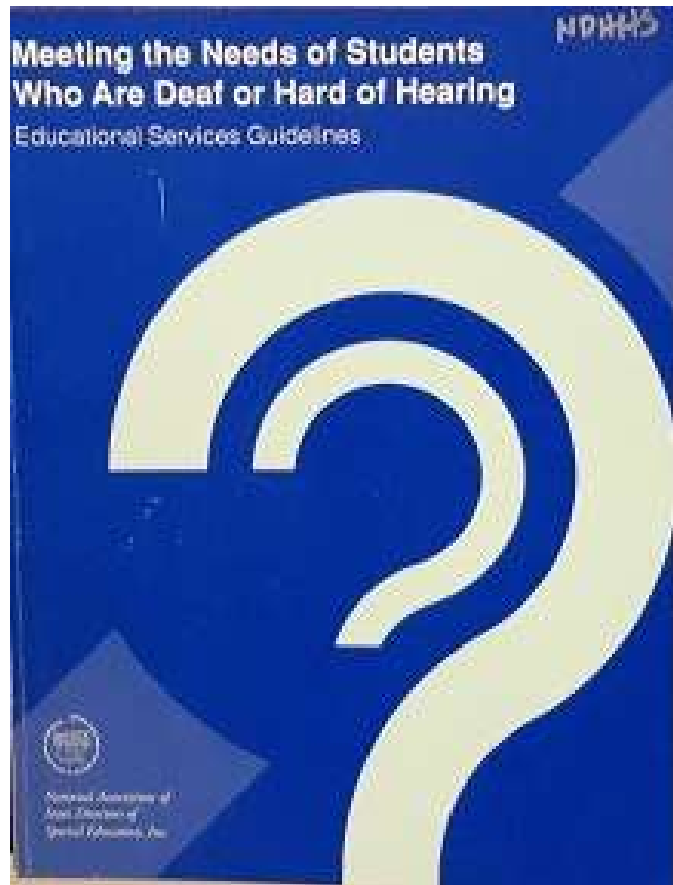
**There is no document that
identifies HAT
selection/fitting as part of
TOD training.**

CEC-DCDD Teacher of the Deaf/Hard of Hearing: A Critical Resource Needed for Legal Compliance

(Does not include EdAud information, but a good resource to advocate for your job)

CEC-CED Joint Knowledge and Skill Statement for Beginning TODs

<http://deafed.net/publisheddocs/sub/cec-ced1.htm>



**National Association of
Directors of Special
Education**

**Meeting the Needs of
Students Who are Deaf or
Hard Of Hearing:
Educational Services
Guidelines (2006 –
currently being updated)**

How do I know...

What
is my
job?

Use the



Shared and Suggested Roles document

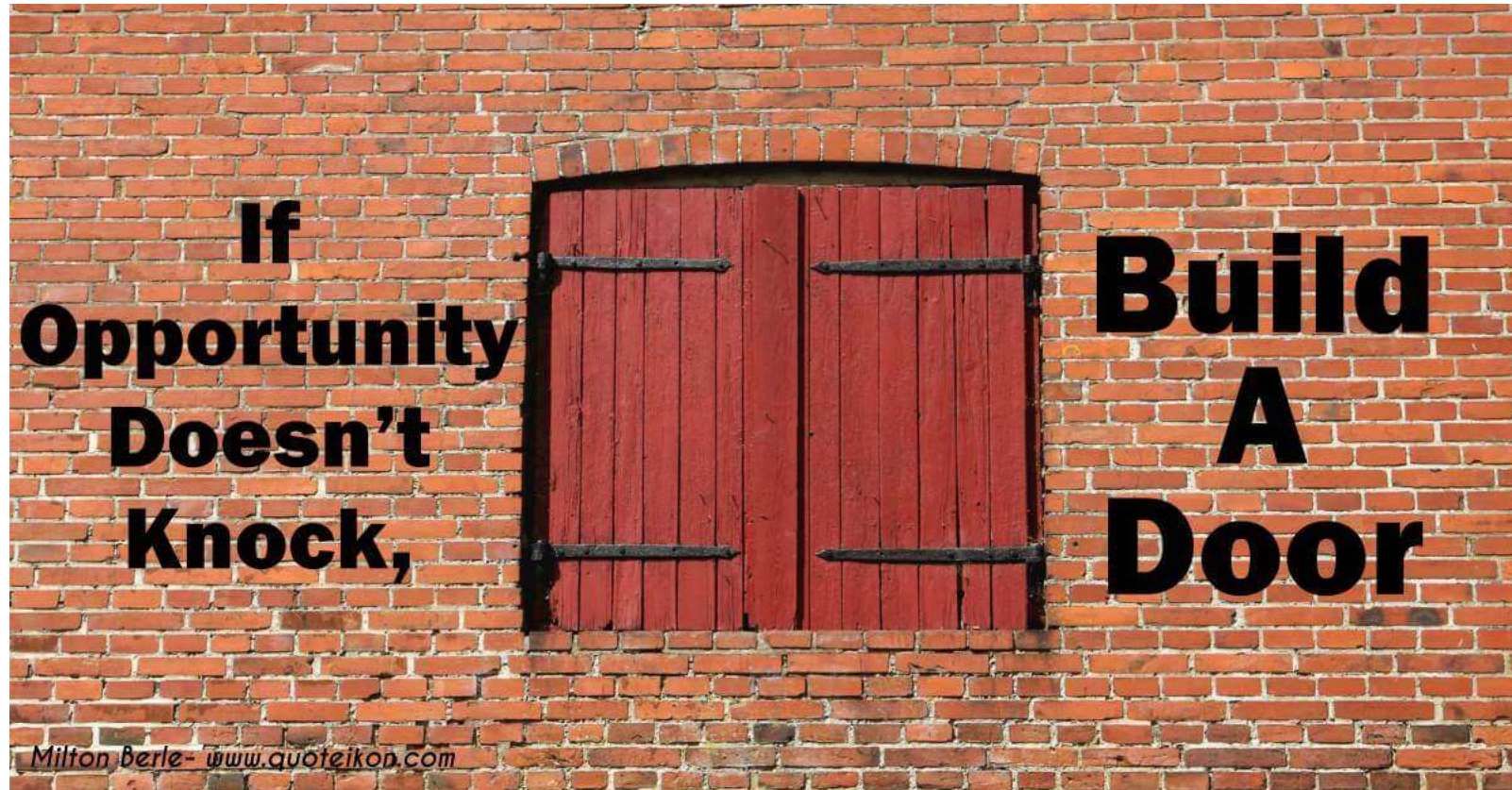
What is
not my
job?



**...when the service doesn't
exist?**

The need is there.

*Create the
opportunity.*





You can't do it alone.

Sub title

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

Tap into your local audiology community

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

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.

Be a resource to local DHH organizations

We're allowed to find one...from where?

Call/Connect/Check...

- the Educational Audiology Association (EAA) 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.
- to see if your district can contract with the other school district to “borrow” their EdAud.

We're allowed to find one...from where?

Call/Connect/Check...

- 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.
- Ask your child's clinical audiologist (the one that does annual hearing tests or fixes hearing aids) to provide this service.



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**Suggestions needed for an
advocacy hashtag!
#EdAudAdvocacy?
#EdAudForAll?
Others??**

Professional Learning Networks

Practice your advocacy. Share what you know!




- Twitter
 - Monthly #DeafEd chats coordinated by @heidigas1
- Facebook
 - @RadicalMiddleDHH
- Parent Groups
 - Hands & Voices
- Connect with audiology professionals in your area!



Kym Meyer
@KnEzmom

💜 Mom 💜 PhD candidate, Educ Audiologist
& #DeafEd Research: accessible lang/
education, policy & SPED law. ❤️ my school
[@tlcdeaf](#); views are my own.

Shameless plug

- My dissertation is addressing the teacher of the deaf shortage in Massachusetts.
- Goal: survey every MA teacher whose primary responsibility is teaching deaf and hard of hearing students.
- If there are any MA teachers here I don't know, please contact me:   kpmeyer@umass.edu 





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Questions?

Comments?

<http://blogs.umass.edu/kpmeyer/>