

### **7.01 School Audiologist (Ages Birth-21)**

To be endorsed as a school audiologist, an applicant shall hold an earned master's or higher degree from an accepted institution of higher education or, for candidates who graduate after 2007, hold a clinical doctorate from an accepted institution of higher education; have successfully completed an approved program in school audiology; have successfully completed a practicum or internship in a school setting equivalent to a minimum of eight weeks, full-time, under the supervision of a professionally licensed or masters-level licensed audiologist; and have passed an approved national audiology exam. The school audiologist is knowledgeable about and able to demonstrate the competencies specified below:

7.01(1) The school audiologist is knowledgeable about the procedures necessary to identify hearing loss in children/students including, but not limited to, the following and is able to:

7.01(1)(a) perform identification audiometric procedures including pure tone audiometric screening, immittance measurements, otoacoustic emissions and other electrophysiological measurements.

7.01(1)(b) establish, administer and coordinate hearing and/or auditory processing disorders (APD) identification programs.

7.01(1)(c) train and supervise audiology support or other personnel as appropriate to screening for hearing loss and/or APD.

7.01(1)(d) maintain accurate and accountable records for referral and follow-up of hearing screenings.

7.01(2) The school audiologist is knowledgeable about and is able to effectively implement the procedures necessary to assess hearing loss in children/students including but not limited to:

7.01(2)(a) performing comprehensive audiologic evaluations including pure tone air and bone conduction measures; speech reception and word recognition measures, such as situational functional hearing measures; immittance measures; otoscopy and other tests including interpretation of electrophysiological measures; and differential determination of auditory disorders and/or APD to determine the range, nature and degree of hearing loss and communication function.

7.01(2)(b) performing comprehensive educationally and developmentally relevant audiologic assessments of children/students ages birth to 21 using bias-free procedures appropriate to receptive and expressive ability and behavioral functioning.

7.01(2)(c) providing recommendations for appropriate medical, educational and community referral for other services as necessary for the identification and management of children/students with hearing loss and/or APD and their families/guardians.

7.01(2)(d) interpreting in writing and verbally audiologic assessment results, functional implications and management recommendations to educational personnel, parents/guardians and other appropriate individuals including physicians and professionals, as part of a multidisciplinary process.

7.01(2)(e) selecting, maintaining and calibrating audiologic equipment.

7.01(2)(f) providing access to assessment information through interpreters/translators.

7.01(3) The school audiologist is knowledgeable about procedures of evaluation and provision of amplification instrumentation to children/students in school and is able to:

- 7.01(3)(a) determine children's/students' needs for and the appropriateness of hearing aids, cochlear implants and other hearing-assistance technology.
  - 7.01(3)(b) perform the appropriate selection, verification and maintenance of hearing- assistance technology, including ear mold impressions and modifications.
  - 7.01(3)(c) evaluate situational functional communication performance to validate amplified or electrically stimulated hearing ability.
  - 7.01(3)(d) plan and implement orientation and education programs to assure realistic expectations and to improve acceptance of, adjustment to and benefit from hearing aids, cochlear implants and hearing-assistance technology.
  - 7.01(3)(e) assess whether hearing aids, cochlear implants and other hearing-assistance technology, as used in school, are functioning properly.
  - 7.01(3)(f) notify parent/guardian when a repair and/or maintenance of personal hearing-assistance devices is required.
- 7.01(4) The school audiologist is knowledgeable about and able to:
- 7.01(4)(a) identify appropriate intervention methods, necessary levels of service and vocational and work-study programming as part of a multidisciplinary team process that integrates:
    - 7.01(4)(a)(i) auditory skill development, aural rehabilitation and listening-device orientation and training;
    - 7.01(4)(a)(ii) speech skill development including phonology, voice and rhythm;
    - 7.01(4)(a)(iii) visual communication systems and strategies including speech-reading, manual communication and cued speech;
    - 7.01(4)(a)(iv) language development, i.e. expressive and receptive oral, signed, cued and/or written language including pragmatics;
    - 7.01(4)(a)(v) the selection and use of appropriate instructional materials and media;
    - 7.01(4)(a)(vi) the structuring of learning environments including acoustic modifications;
    - 7.01(4)(a)(vii) case management and care coordination with family/parent/guardian, school and medical and community services;
    - 7.01(4)(a)(viii) habilitative and compensatory skill training to reduce academic deficits related but not limited to reading and writing;
    - 7.01(4)(a)(ix) social skills, self-esteem and self-advocacy support and training;
    - 7.01(4)(a)(x) the transition between, but not limited to, levels, schools, programs and agencies; and
    - 7.01(4)(a)(xi) support for a variety of education options for children/students with hearing loss and/or APD.

- 7.01(4)(b) develop and implement treatment plans that facilitate communication competence and which may include, but need not be limited to, speech-reading, auditory/aural development, communication strategies and visual-communication systems and strategies.
  - 7.01(4)(c) provide and/or make recommendations with regard to assistive technology such as, but not limited to, hearing aids and hearing-assistance technology, to include radio/television, telephone, pager and alerting convenience.
  - 7.01(4)(d) provide developmentally appropriate aural rehabilitation services including, but not limited to, programming in the child's natural environment, if appropriate, in the areas of speech-reading, listening, communication strategies, use and care of hearing aids, cochlear implants, hearing-assistance technology and self-management of hearing needs.
  - 7.01(4)(e) provide information and training to teachers, administrators, children/students, parents/guardians and other appropriate professionals and individuals regarding hearing and auditory development; hearing loss and/or APD and implications for communication, learning, psychosocial development and the setting and meeting of vocational goals; hearing aids, cochlear implants and hearing assistance devices; effective communication strategies; effects of poor classroom acoustics and other environmental barriers to learning; and EHDI (early hearing loss detection and intervention) programs and resources.
  - 7.01(4)(f) apply appropriate instructional modifications and classroom accommodations to curricula delivery and academic methodology, materials and facilities.
  - 7.01(4)(g) conduct analyses of classroom acoustics and make recommendations for improvement of the listening environment using principles of classroom acoustics, acoustical measurement and acoustical modifications.
- 7.01(5) The school audiologist is knowledgeable about the parameters of information counseling and advocacy and is able to:
- 7.01(5)(a) counsel families/guardians and children/students with hearing loss and/or APD to provide emotional support, information about hearing loss and the implications thereof, and strategies to maximize communication, academic success and psycho-social development.
  - 7.01(5)(b) assure that parents/guardians receive comprehensive, unbiased information regarding hearing loss, communication options, educational programming and amplification options, including cochlear implants in cases of severe to profound hearing loss.
  - 7.01(5)(c) demonstrate sensitivity to cultural diversity and other differences in characteristics including those found among individuals and within family/guardian systems and deaf culture.
  - 7.01(5)(d) demonstrate effective interpersonal communication skills in a variety of settings for a variety of circumstances.
- 7.01(6) The school audiologist is knowledgeable about the parameters associated with hearing conservation and is able to:
- 7.01(6)(a) develop, implement and/or manage programs for the prevention of hearing loss.

7.01(6)(b) provide education, when appropriate, as related to and regarding access to hearing protection devices.

7.01(7) The school audiologist is knowledgeable about ethical conduct and is able to:

7.01(7)(a) comply with federal and state laws, regulations and policies including local district and school policies and relevant case law regarding referral, assessment, placement, related processes and the delivery of service(s).

7.01(7)(b) effectively articulate the role of the school audiologist as part of the special education team within the learning community.

7.01(7)(c) incorporate knowledge of school systems, multidisciplinary teams and community, national and professional resources into planning.

7.01(7)(d) effectively collaborate with teachers, parents and related personnel in case management with flexibility and in a professional manner.

7.01(7)(e) utilize a range of interpersonal communication skills such as, but not limited to, consultation, collaboration, counseling, listening, interviewing and teaming, as appropriate, in the identification of, prevention of harm to, assessment of and/or intervention with children/students suspected of or identified as having auditory disabilities.

7.01(7)(f) mentor and supervise audiology support personnel so that the auditory needs of children/students are effectively addressed.

7.01(7)(g) maintain accurate records and data relevant to the planning, management and evaluation of programs.

7.01(7)(h) educate other professionals and the community about implications of hearing loss.

7.01(7)(i) initiate requests or network to acquire support when needed.