

➔ **#EdAudAdvocacy:** ➔

# How to advocate for educational audiology when the service doesn't exist

Educational Audiology Association Conference  
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**WORCESTER**  
STATE  
**UNIVERSITY**

@KymPMeyer



Rethinking\_Aural\_Rehab



# Your employee status:



Independent contractor



Employed by an agency/regional organization



Employed directly by one or more school district



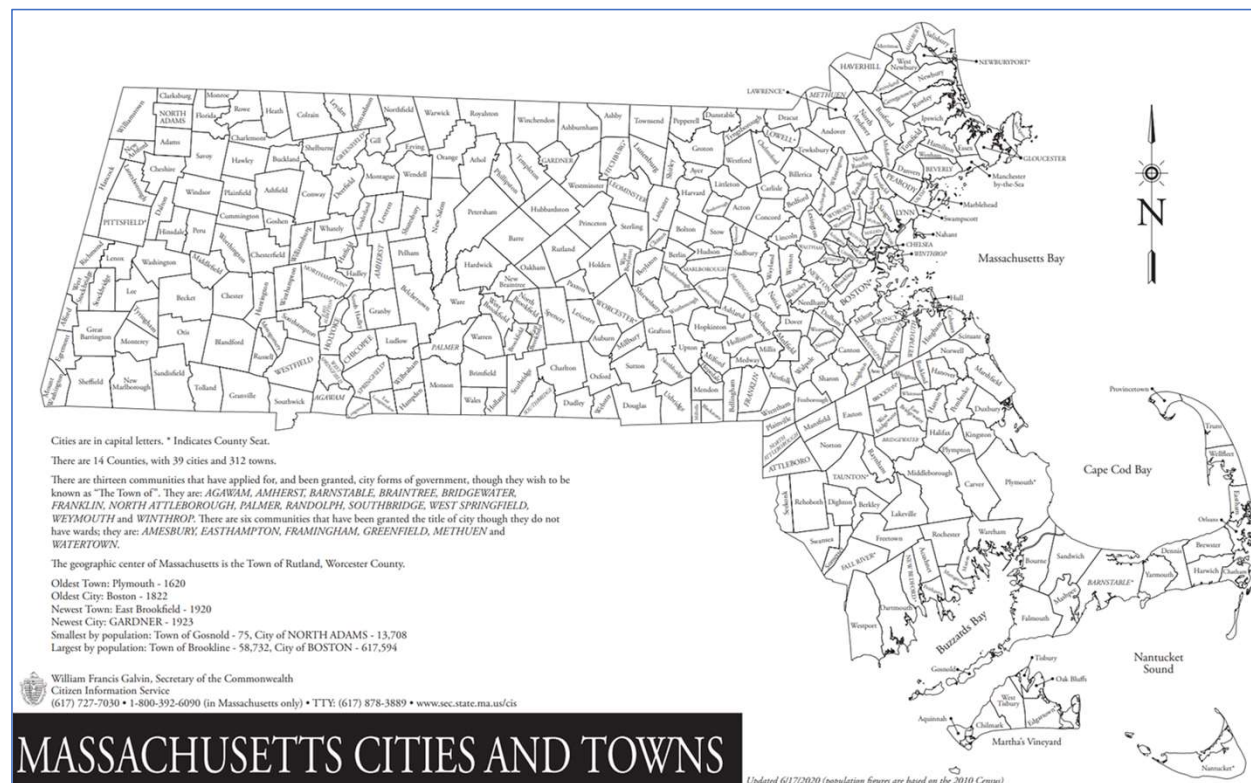
Employed by more than one of the above options



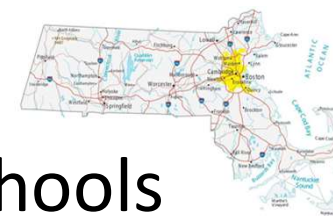
Did I miss any?



# Prior to 2000, educational audiology did not systematically exist in Massachusetts public schools



Kym Meyer @2023 #EdAudAdvocacy



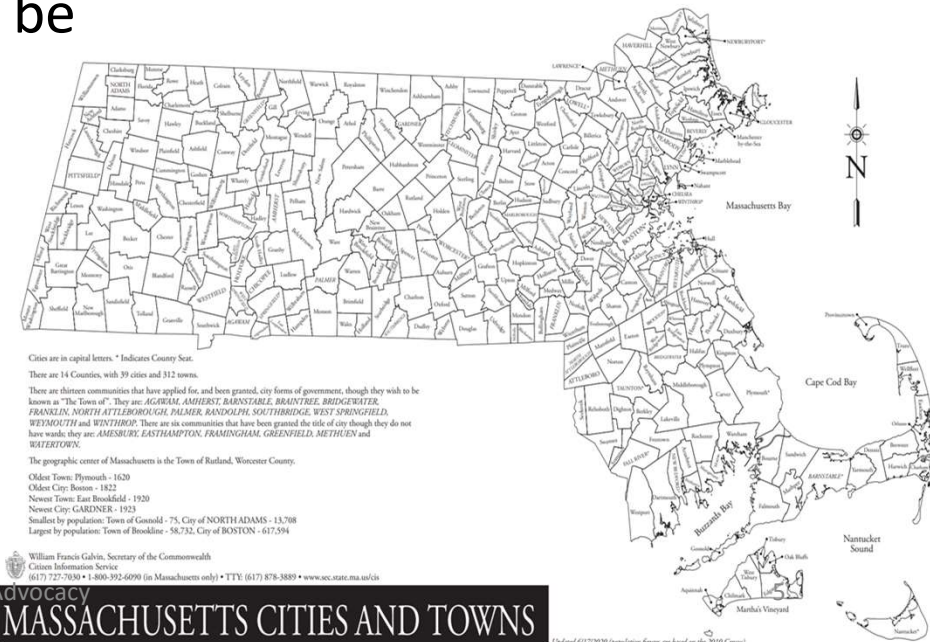
Prior to 2000, educational audiology did not systematically exist in Massachusetts public schools

- Deaf/hard of hearing schools all had educational audiologists
- 300 school districts – only Boston and Worcester hired their own EdAuds
- Town districts told parents of DHH children:
  - “we don’t have that service here”
  - SPED Directors expected SLPs do the EdAud job  
(some of the work is against the SLP professional scope of practice)

# Prior to 2000, educational audiology did not systematically exist in Massachusetts public schools



- Education is controlled by each state. Overarching federal law (like IDEA, which was passed in 1975) must be followed, but the structure is determined by each state government. Districts could be
  - Individual cities/towns
  - Regional
    - County-based or an arbitrary regional entity



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Prior to 2000, educational audiology did not systematically exist in Massachusetts public schools



- I was an EAA member and MA State Rep
- Working at a school for DHH children
- Educational audiology did not exist in ANY New England state.
- But educational audiology **did** exist in other states.

WHY?!?

Prior to 2000, educational audiology did not systematically exist in Massachusetts public schools



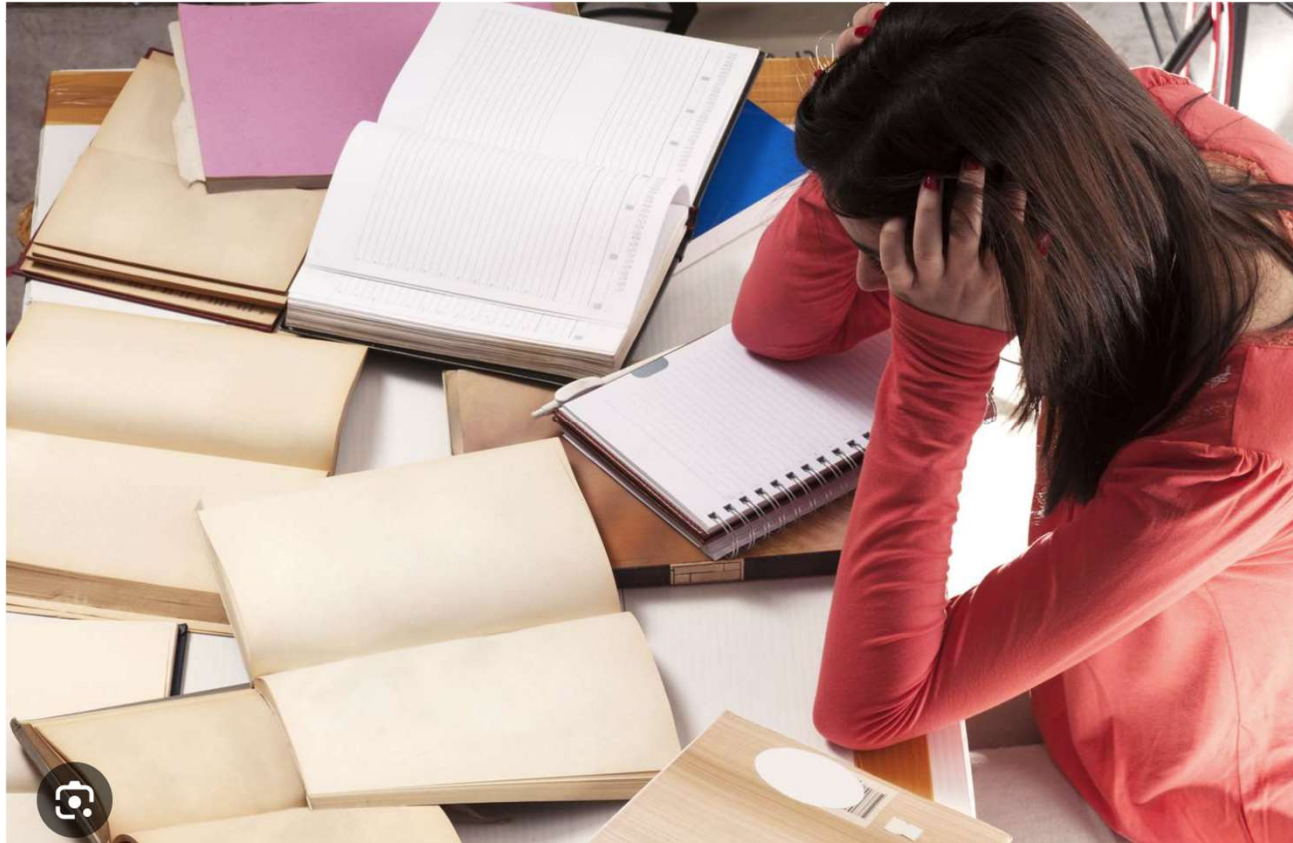
In the late 1990's I asked Cheryl DeConde Johnson:

**“Why does every school district in Colorado have access to an educational audiologist but Massachusetts doesn’t?”**

Cheryl’s response: **“Colorado followed federal law.”**



# Homework







Independent contractor



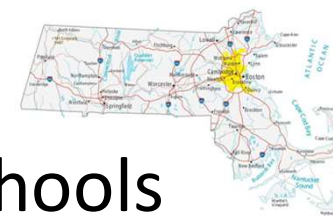
Employed directly by one or more school district



Employed by an agency/regional organization

- School for DHH students

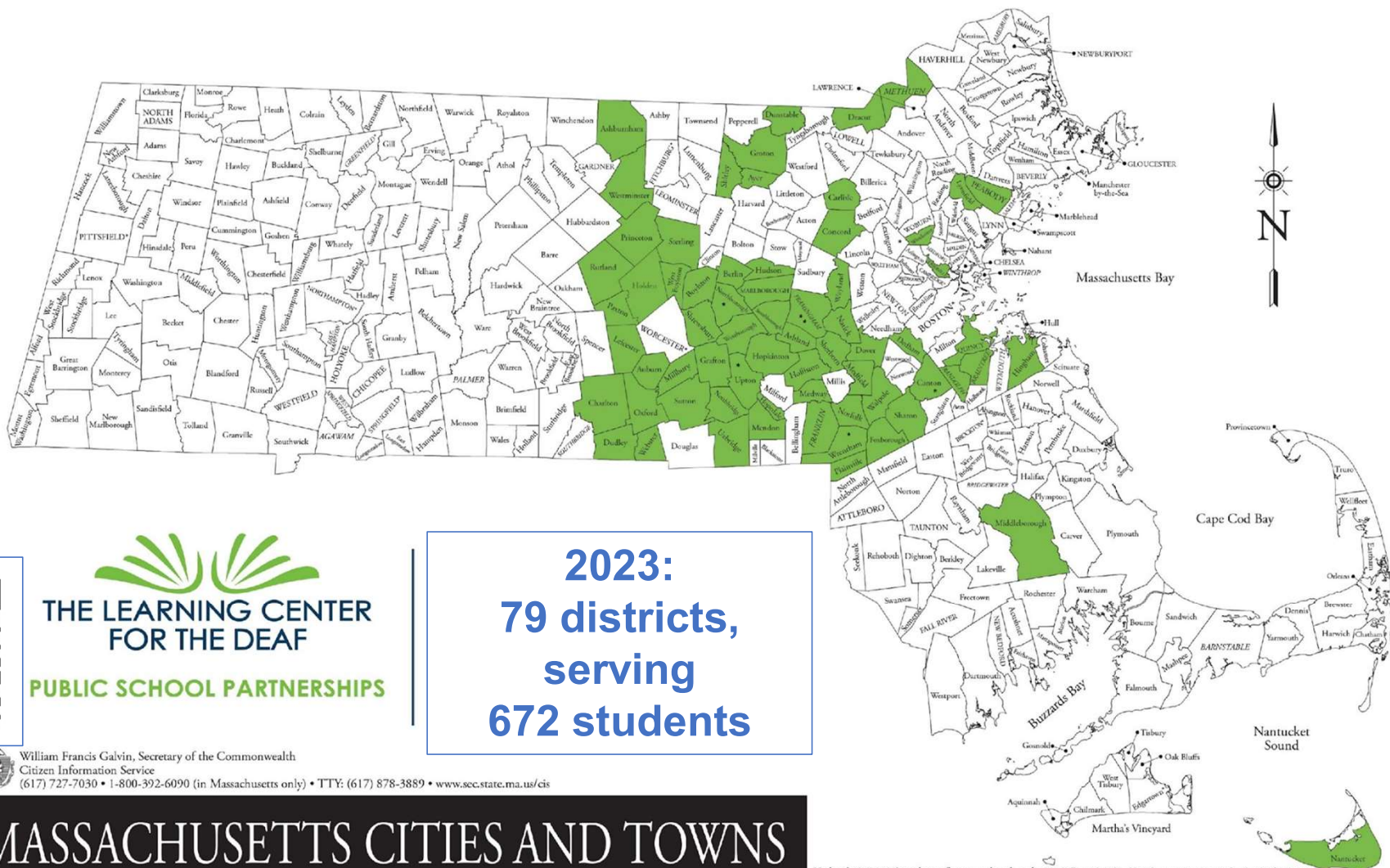




Prior to 2000, educational audiology did not systematically exist in Massachusetts public schools

- 2002 – Public School Partnerships at The Learning Center for the Deaf (contract EdAuds and TODs)
- 2006 – Sound Outreach to Schools (SOS) Educational Audiology Program at Boston Children’s Hospital (contract EdAuds)





  
**THE LEARNING CENTER  
FOR THE DEAF**  
**PUBLIC SCHOOL PARTNERSHIPS**

**2023:**  
**79 districts,**  
**serving**  
**672 students**



William Francis Galvin, Secretary of the Commonwealth  
 Citizen Information Service  
 (617) 727-7030 • 1-800-392-6090 (in Massachusetts only) • TTY: (617) 878-3889 • [www.sec.state.ma.us/cis](http://www.sec.state.ma.us/cis)

**MASSACHUSETTS CITIES AND TOWNS**

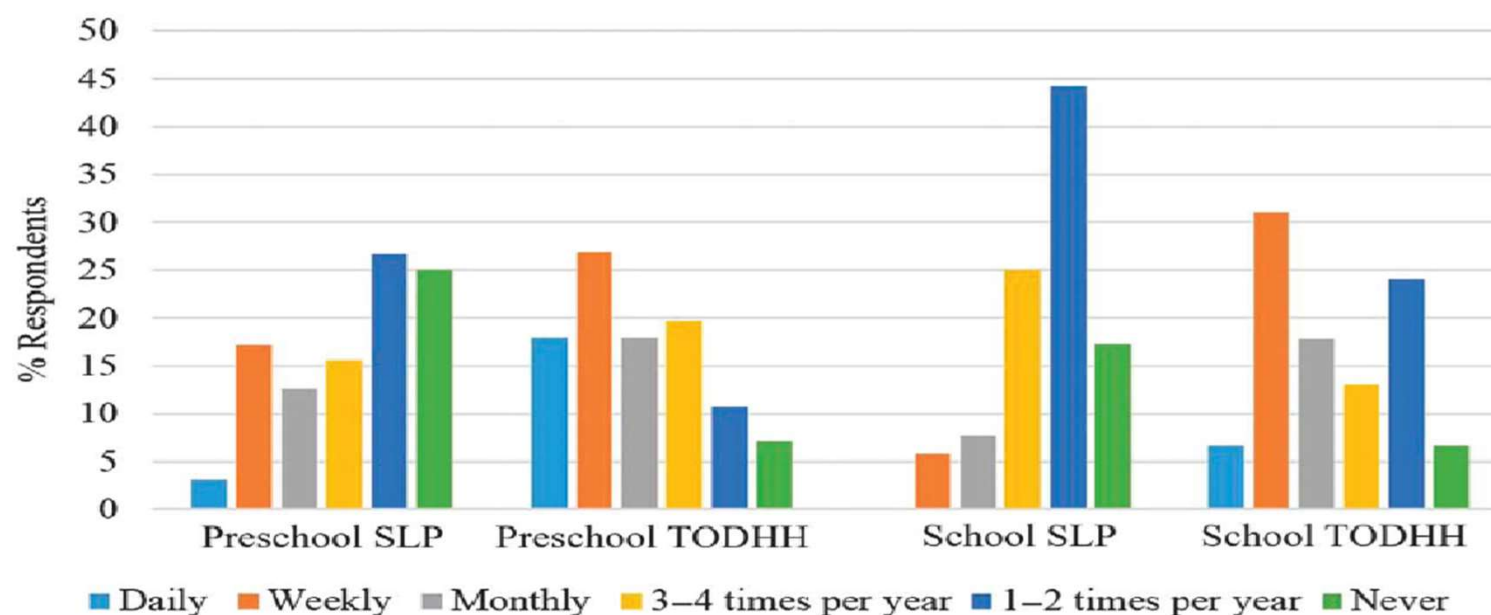
Updated 1/1/2018 (population figures are based on the 2010 Census) \*Edited by The Learning Center for the Deaf 2/27/19

# Educational audiology services:

A ratio of at least one full-time equivalent (FTE) audiologist for every 10,000 children age birth through 21 years old served by an LEA (local education agency) is recommended to provide screening and basic diagnostic audiologic services

ASHA Guidelines for Audiology Provision in the Schools (2002)

**Figure 1.** Frequency of communication with audiologist by profession. SLP = speech-language pathologist; TODHH = teacher of children who are deaf or hard of hearing.

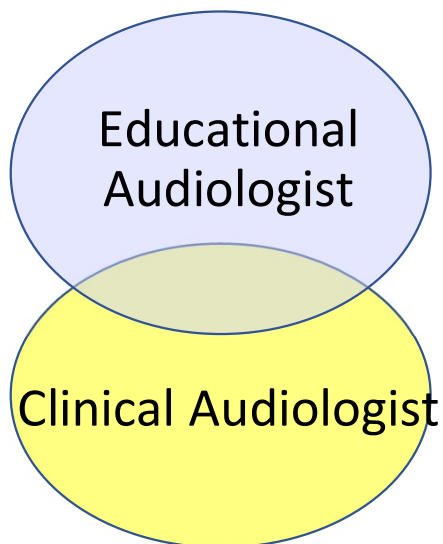


Page, et al., 2018


Research from the Outcomes of Children with Hearing Loss (OCHL) Study

(Used with permission)






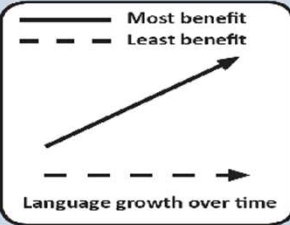
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## AUDIOLOGISTS MAKE A DIFFERENCE!

Results from the Outcomes of Children with Hearing Loss Study



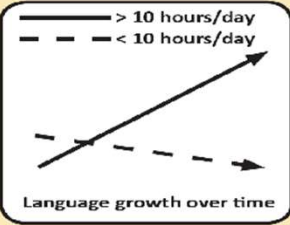


### AIDED AUDIBILITY MATTERS!

Well-fit hearing aids provide the best audibility for speech, which helps children learn language quickly and develop age appropriate language skills. Some children could receive more access to speech and benefit from their hearing aids.

### AM I USING EVIDENCE-BASED HEARING AID FITTING AND VERIFICATION MEASURES?

Real-ear probe microphone verification results in better aided audibility (benefit) for children who are hard of hearing.




### HEARING AID USE MATTERS!

Children who wear hearing aids at least 10 hours a day, regardless of the severity of their hearing loss, learn language faster than children with less hearing aid use and are more likely to have age-appropriate skills by the time they enter elementary school.


### AM I TALKING ABOUT HEARING AID USE WITH PARENTS AND CAREGIVERS?

To identify families who need support in achieving full-time use, regularly discuss datalogging results with families and ask them how consistently hearing aids are worn in different situations.


### AFTER THE FITTING, AM I...?



**Sharing strategies for making sure children hear speech well at home?**  
Counsel parents to turn off the TV and stay close when talking.



**Teaching and reviewing how to perform a hearing aid listening check?**  
Listening checks help ensure good audibility.



**Communicating with intervention providers?**  
Providers can help families set high expectations for hearing aid use and language development.

## Outcomes of Children with Hearing Loss (OCHL) Study



# What does an educational audiologist do?

Some schools have audiology booths! (not in Massachusetts, though)

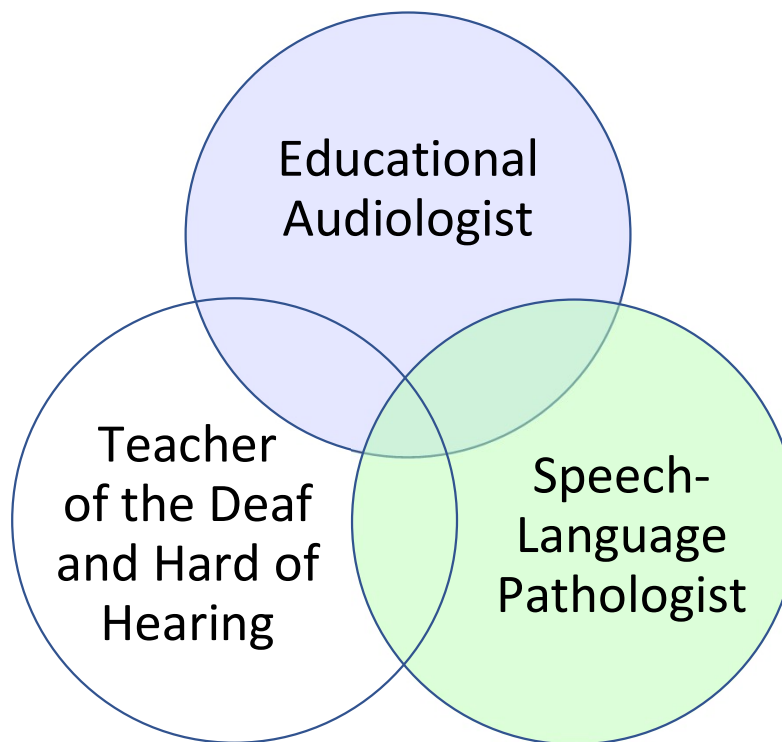
- Auditory processing evaluations
- **In the context of a TEAM approach, make recommendations for APD evals**
- **Interpreting auditory processing evaluations for educational teams**
- **Classroom functional assessments**
- **Determine classroom strategies and accommodations**
- Diagnostic assessments
- Earmold modification and fitting
- **Family counseling**
- **FM fittings**
- **FM maintenance**
- Hearing aid fitting
- **Hearing aid repair and trouble-shooting**
- Hearing screening
- **Hearing conservation education**
- **IEP/504 planning and meetings**
- **Transition planning (as the student gets ready to graduate from high school)\_**
- **In-service training to support personnel, SLPs, classroom teachers**
- **Serve on educational teams**
- **Monitoring classroom acoustics**
- **Monitoring other technologies (cochlear implants, Baha, soundfield and personal FMs)**

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**(the things that I do are in BOLD!)**

From the ASHA Educational Audiology Survey Report (2007)

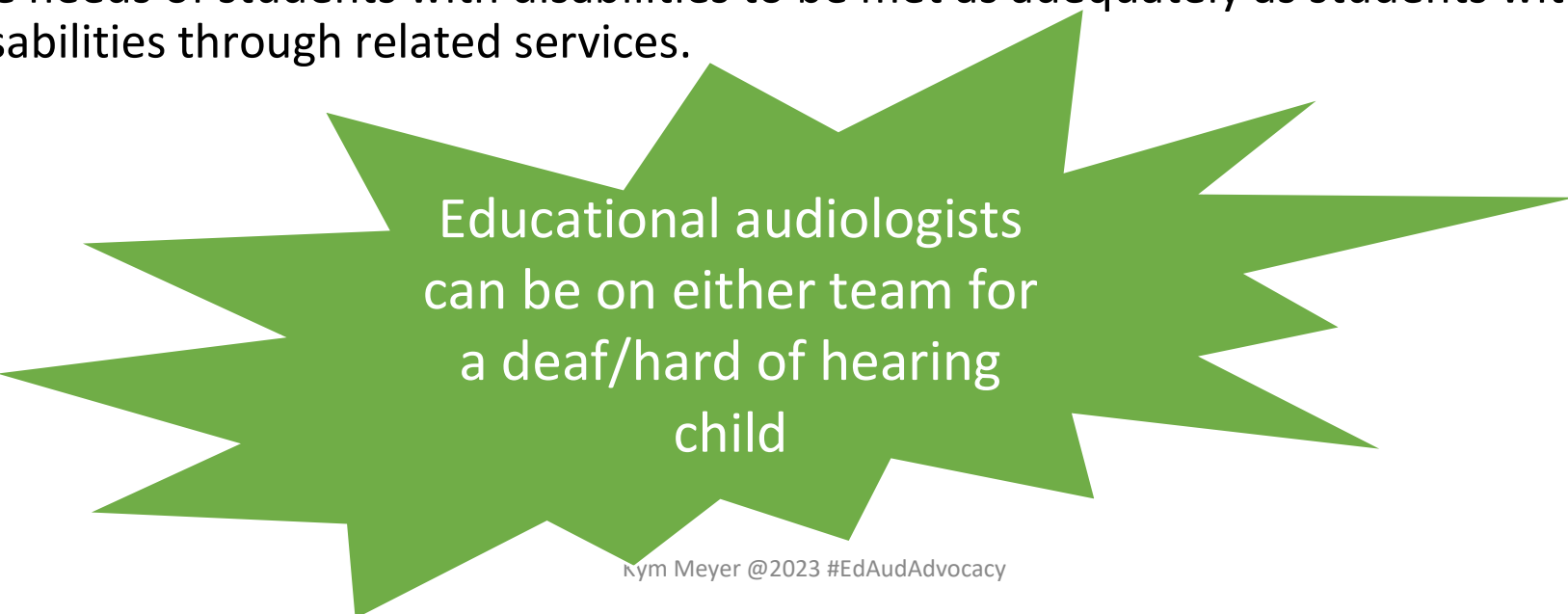
# School based personnel: Overlapping but importantly different expertise



# **What does the law say?**

# Laws that apply to disabled students in schools

- **IDEA:** Individuals with Disabilities Education Act (special education law). Students who qualify under IDEA will receive an IEP (Individual Education Program).
- **Section 504:** an “access” law – an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as students without disabilities through related services.



Educational audiologists  
can be on either team for  
a deaf/hard of hearing  
child

# IDEA: Sec. 300.34 Related Services



(a) **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.



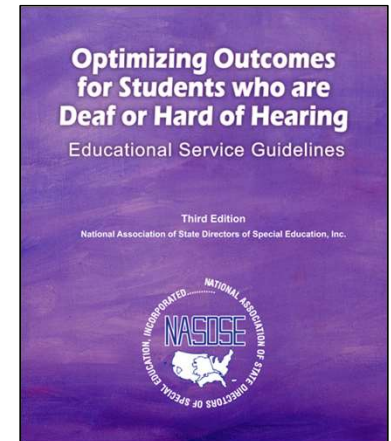
## Optimizing Outcomes for Students who are Deaf or Hard of Hearing

<https://sites.ed.gov/idea/regs/b/a/300.34>

# 8 Personnel

**Related services** under the Individuals with Disabilities Education Act (IDEA; “special education law”) include:

- Audiology 🎉
- Counseling 🎉
- Interpreting for DHH students (ASL interpreters, oral interpreters) 🎉
- Occupational Therapy
- Orientation and Mobility for blind/low vision students
- Physical Therapy
- Psychology services
- School Health
- Social Work
- Speech-language pathology 🎉
- Transportation



# 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.**



Were you aware of this resource?



Have you used this resource to advocate  
for your work?



# IDEA: 300.5 Assistive Technology

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.



Were you aware of this resource?



Have you used this resource to advocate  
for your work?



## IDEA: 300.6 Assistive Technology Service

any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.



- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- (c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

# IDEA: 300.6 Assistive Technology Service

any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.



(d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

(e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and

(f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.



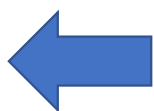
Were you aware of this resource?



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for your work?

## Even though audiology is a related service within special education law...

- Educational audiology service delivery models vary widely.
- There is no predictable way of knowing what states, or even what school districts offer regular access to educational audiologists.
  - Some districts hire EdAuds as employees
  - Other districts participate in collaborative organizations that hire audiologists (BOCES, IUs, AEAs)
  - Some hospitals and schools for the deaf have consultation programs in which they contract out EdAuds to public schools.



ASHA Speech-Language Pathology Scope of Practice does not include HAT select or fitting

## SCOPE OF PRACTICE

- Audiologists are the ONLY professionals where fitting Hearing Assistive Technology (HAT) is within their Scope of Practice
- Making decisions/selections about HAT; initial HAT fittings:
  - are not stated in Teachers of the Deaf nor the SLPs Scope of Practice,
  - nor taught in their graduate training programs






Were you aware of this resource?



Have you used this resource to advocate  
for your work?



# What is really happening...

- TODs and SLPs are often asked (told!) by their special education directors to determine what to order, and then perform initial HAT fittings on children. 
- TODs/SLPs are afraid to say no, even though they have not been trained, and this is not within their scope of practice 
- TOD on DeafEd FB pages regularly ask other TODs how to add HAT to CROS, BiCROS, hearing aids and CIs, and suggest to parents what make/model hearing aids children should wear. 

# Why #EdAudAdvocacy ?

Teachers of DHH children are posting these questions on social media to other teachers

If your program had to purchase audiological equipment, what personal and/or classroom Hearing Aid Technology would you recommend for multiple DHH students in one class (HA, CI and BAHA users) in EI, elementary, middle and high school grades?

What equipment would you recommend for individual CI, HA, BAHA users (and why?)  
Student population is mixed between manual and oral kids. Is there certain equipment you would recommend or reject?

**Hi everyone, I was wondering if anyone in the group can recommend headphones that fit over hearing aids. Thank you in anticipation.**

For hearing screeners, if student has technology (already documented HL obviously), do they take them off & complete the screener without aids to result with FAIL or leave them on & end with a PASS result on screener?

# Why #EdAudAdvocacy ?

Teachers of DHH children are posting these questions on social media to other teachers

Anyone have a student with open play hearing aids that aren't compatible with a Roger touchscreen? Phonak said the only options are a Edumic (which they don't recommend) or neckloop. Anyone come up with a different/better solution?

What can you share about the latest Phonak Marvel hearing aids? Pros/Cons and what microphone do you typically sync with?

Is there a professional standard for determining that a hearing loss is considered "significant"? If aided results are good and the student is consistent with HA use, should this effect the determination?

# 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 plan.
- 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?

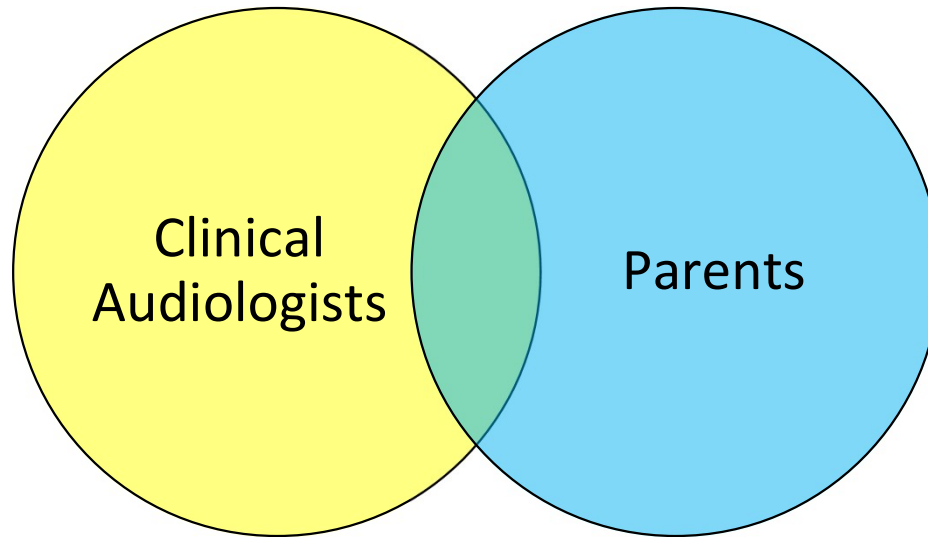
Real life examples:

- ...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.
- ...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.

# **Resources to advocate for Educational Audiology (EdAud)**

## **#EdAudAdvocacy**

# Clinical AuDs and parents: partnering together to advocate for educational audiology



 **AUDIOLOGYonline**  
a Continued family site

How to Advocate for Educational Audiology

**Webinar created FOR clinical audiologists to help parents advocate for educational audiology services:**  
**<https://www.audiologyonline.com/audiology-ceus/course/to-advocate-for-educational-audiology-33424>**



I recommended clinical audiologists add this to their reports...

***“Hearing assistive technology (HAT) is recommended to access the curriculum. Consultation in the school from an educational audiologist is recommended to select and fit appropriate HAT technology.”***

**IT WORKS!**

- Special education directors and principals do not always understand that an EdAud is the right professional to do this work.
- Putting this recommendation, even if you don't have EdAud services in your area, will start the conversation with parents and administrators.



Were you aware of this resource?

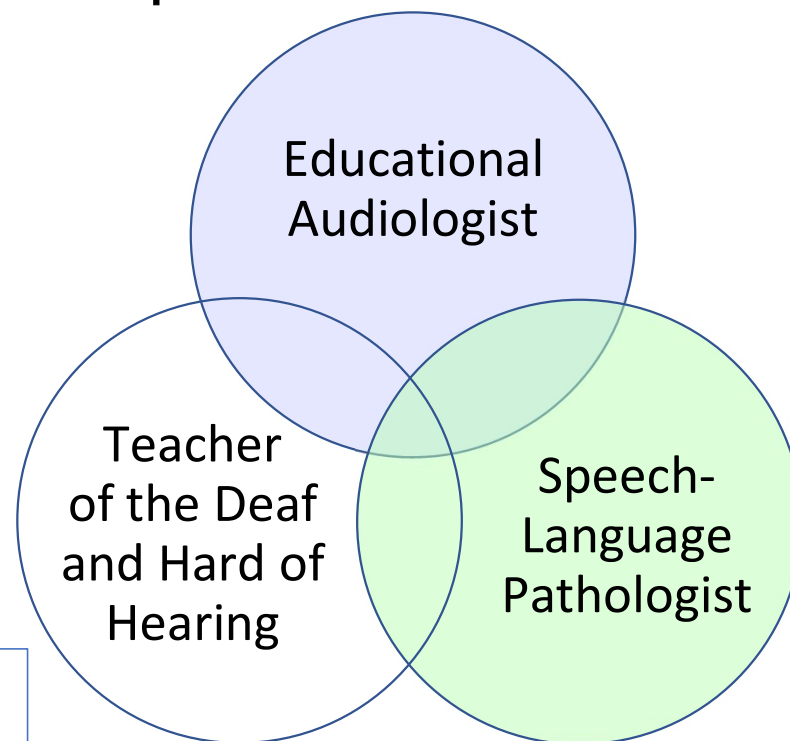


Have you used this resource to advocate  
for your work?

# Deaf/hard of hearing children need these professionals to collaborate!



Dr. Carrie Spangler



**How to Advocate for Educational Audiology When the Service Does Not Exist**

**Podcast created FOR speech-language pathologists and teachers of the deaf (any school-based personnel) to advocate for educational audiology services:**

**<https://podcasts.apple.com/gb/podcast/how-to-advocate-for-educational-audiology-when-the/id1530082864?i=1000550684279>**



Were you aware of this resource?



Have you used this resource to advocate  
for your work?



Photo Credit - The Learning Center for the Deaf

## 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,

**Website link: <http://www.wrightslaw.com/info/rel.svcs.ed.aud.meyer.htm>**

Kym Meyer @2023 #EdAudAdvocacy



Were you aware of this resource?



Have you used this resource to advocate  
for your work?

# 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.				



[www.edaud.org](http://www.edaud.org)





Were you aware of this resource?



Have you used this resource to advocate  
for your work?



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).



Were you aware of this resource?

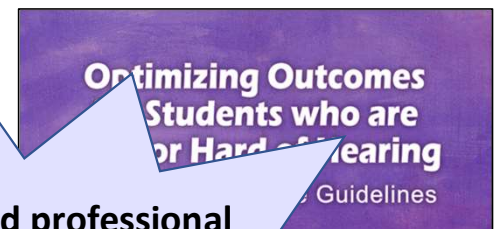


Have you used this resource to advocate  
for your work?

# Optimizing Outcomes for Students who are Deaf or Hard of Hearing



- Publisher: National Association of State Directors of Special Education (NASDSE)
- Best practices document – 3<sup>rd</sup> edition
- 40 professionals with DHH expertise across the US collaborated on this update, which included representation from
  - State Departments of Education
  - Schools for the Deaf
  - Public School DHH programs
  - Listening and Spoken Language professionals
  - ASL professionals
  - Deaf, Hard of Hearing, and Hearing professionals



**Every parent and professional should download this!**

**Aural Rehab pros: use it as a textbook!**





Were you aware of this resource?



Have you used this resource to advocate  
for your work?

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

### **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.**

### **Tap into your local audiology community**

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

### **Be a resource to local DHH organizations**

# Can educational audiology services be provided where they do not exist?

- A clinical audiologist can reach out to the local school district to provide organized services, going into the schools on a regular or semi-regular basis.
- Ideally, schools should hire their own audiologists either as an employee or through a contract model.
  - Regional special education cooperatives
    - Examples: Intermediate Units (PA); BOCES (NY); Area Education Agencies (Iowa)
  - Schools for the Deaf

# What can you do to promote #EdAudAdvocacy?

- Encourage clinical audiologists to recommend educational audiology services in their reports!
  - But wait...if we don't have them, how can I recommend them?
  - Because schools will begin to LOOK for them if the recommendations are made!
- Don't accept that SLPs, teachers of the deaf or manufacturer's representatives should do the job of an educational audiologist
- Insist that an audiologist fit the child's HAT

# Where can districts find an EdAud? Call/Connect/Check...

- the Educational Audiology Association (EAA) [www.edaud.org](http://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.



## Where can districts find an EdAud? Call/Connect/Check...

- to see if your district can contract with the other school district to “borrow” their EdAud.
- 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 (though, sadly, increasing AuD training programs are not providing instruction in EdAud service delivery).

Promote the profession.  
Support the movement.

# #EdAudAdvocacy

Use this hashtag across  
social media platforms, to  
educate parents and other  
audiologists about  
EdAud services

Kym Meyer @2023 #EdAudAdvocacy

Promote the profession.  
Support the movement.



<https://edaud.org/>

# #EdAudAdvocacy

**Collaborate with parents  
and professionals in your  
state to improve EdAud  
access for DHH children**



# Questions?

Kym Meyer @2023 #EdAudAdvocacy

# References and Resources

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# References and Resources

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- Meyer, K. (2019, August 21). *How to Advocate for Educational Audiology*. AudiologyOnline [Webinar]. <https://www.audiologyonline.com/audiology-ceus/course/to-advocate-for-educational-audiology-33424#reviews>

# References and Resources

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# References and Resources

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- Spangler, C. (Host). (2022, February 10) *Advocating for Educational Audiology When the Service Doesn't Exist, with Kym Meyer*. EmpowEAR Audiology [Audio Podcast].  
<https://podcasts.apple.com/gb/podcast/how-to-advocate-for-educational-audiology-when-the/id1530082864?i=1000550684279>