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Overview of Educational Audiology

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Heidi Daley, Au.D., CCC/A
SE Kansas Education Service Center -
Greenbush

Pat Murphy, Au.D., CCC/A
Wyandotte Special Education Cooperative

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**A Brief History of Special
Education**

1950-1974

Parent activism, the civil rights movement and
a grassroots movement led to court cases
and legislation changing public education

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1954 *Brown vs. Board of Education* -
In this landmark decision the Supreme Court
found that segregated public schools are
inherently unequal; decision is relevant to
children in segregated special education
placements

**1965 *Elementary and Secondary Education
Act*-**
Funding to attack problems faced by
disadvantaged handicapped children

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1963-1966 Joint Commission on Audiology and Education of the Deaf -

Members of The ASHA and the conference of Executives of American Schools for the Deaf made significant recommendations and described the role of audiologists in educational settings. Also passed resolutions to define and clarify the qualifications and competencies needed to provide audiologic services in educational programs.

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1965 The Babbidge Report -

Study to assess the status and needs of the education of deaf individuals from preschool to adulthood. Utah State University devised curriculum designated as Educational Audiology based on the Joint Commission's findings and the findings of the Babbidge Report.

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1970 Fletcher/Berg Definition-

"Educational Audiology seeks to isolate the parameters of hearing impairment, to identify the deficiencies rising from hearing disabilities, to relate these to the unique characteristics of individuals, and to develop educational programs specifically for hard of hearing children."
(Berg, 1970)

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1971 Pennsylvania Assn. For Retarded Children vs. the Commonwealth of Pennsylvania (PARC) -

Dealt with the exclusion of children with mental retardation from public schools. In the subsequent settlement it was agreed that educational placement decisions must include a process of parental participation and a means to resolve disputes

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1972 Mills vs. Board of Education of the District of Columbia-

Litigation served as the impetus for subsequent litigation to confirm educational rights. Involved the practice of suspending, expelling and excluding children with disabilities from the District of Columbia's public schools. The school district's primary defense in Mills was the high cost of educating children with disabilities.

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1973 Rehabilitation Act (PL-93-112) -

Rights of handicapped in employment and educational institutions receiving federal funds are guaranteed through Section 504 of this act. Amendments in 2008 results in broader coverage.

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1975 Education for All Handicapped Children Act (PL-94-142)-
Mandates procedural guarantees and provides for a free and appropriate public education (FAPE) for all handicapped children. Amended and renamed many times (IDEA)

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1976 – Present
1986 Education for All Handicapped Children Act amendments-
Services for children three to 5 years old (Part B) and for children birth through 2 years old (Part H)
1990 Americans with Disabilities Act (ADA) –
modeled after the Rehabilitation Act of 1973. Protects rights of disabled workers in all employment not just those receiving federal funding

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1997 Re-authorization of IDEA -
Strengthens academic expectations and accountability for children with disabilities and bridges the gap between what children with disabilities learn and what is required in the regular curriculum

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2001 No Child Left Behind (PL107-110)-

Purpose is to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

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IDEA Improvement Act of 2004 -

In reauthorizing IDEA, Congress increased the focus on accountability and improved outcomes by emphasizing reading, early intervention and research based instruction by requiring that special education teachers be highly qualified.

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Aligning IDEA and NCLB -

IDEA requires that states establish goals for the performance of children with disabilities that are consistent with the goals and standards for non-disabled children.

States are also required to improve graduation rates and report the progress of children with disabilities on state and district assessments.

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IDEA
Enforced by the US Department of Education,
Office of Special Education

Section 504
Enforced by the US Department of Education,
Office of Civil Rights

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IDEA

- Covers all children within one or more specific qualifying conditions
- Requires that the child's disability adversely affect his/her educational performance
- Requires assessment to determine what services, if any, are needed

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IDEA

- Full and comprehensive evaluation by a multidisciplinary team to determine eligibility
- Informed and written parental consent
- Re-evaluation required at least once every three years
- Requires re-evaluation prior to substantial change in placement (greater than 25%) or a material change in services
- Requires an Individualized Education Program (IEP) with measurable goals

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IDEA

- IEP – designed to provide an educational benefit for the student with disabilities (Rowley)
- Placement may be any combination of special and general education classrooms -continuum of services
- LRE – children with disabilities should be educated with general education peers to the fullest extent possible
- Provides for Related services
- Provides for procedural safeguards, parent rights and due process procedures

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504 Plan

- School districts must provide reasonable accommodations for students who qualify for services
- Requires a plan not an IEP
- Requires appropriate education comparable to that provided to those students who are not disabled
- Placement is usually in the general education setting
- Provides for related services if needed
- Due Process procedures

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IDEA / 504 Plans

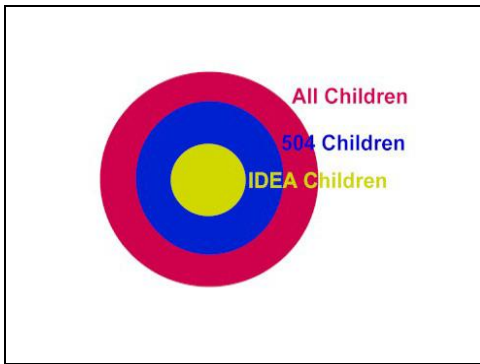
IDEA provides for specialized instruction and related services and for a free and appropriate public education in the least restrictive environment.

“Special education is a service not a place.”

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Section 504 levels the playing field.
Accommodations are made to eliminate the
barriers to full participation for students with
disabilities.

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Evaluation and Related Service
Provision

- Special Education Evaluation process
- What is a "related service"?
- IDEA/Kansas SPED Process description of
Audiology Services

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Related Services

- Medical services for diagnostic or evaluation purposes
- Music therapy
- Occupational therapy
- Orientation and mobility services
- Parent counseling and training
- Physical therapy
- Recreation-including therapeutic recreation

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Related Services

- Rehabilitation counseling
- School health services
- School nurse services
- School psychological services
- School social work services
- **Speech and language services**
- Transportation
- Other developmental, corrective or supportive services

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Audiology as a Related Service

Job Responsibilities

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Identification of Children with Hearing Loss (IDEA 2004 300.34)

- Conduct audiological evaluations for special education students who fail the school hearing screening
- Conduct audiological evaluations for special education students who have known hearing loss
- Conduct audiological evaluations for special education students who are up for initial, or three-year re-evaluation
- Counsel and guidance of children, parents and teachers regarding hearing loss

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IDEA 2004 (300.34)

- Provide information to teachers and/or assisting with the development of IEP goals for students who have a hearing loss
- Participate as a member of SIT, IEP, and 504 teams
- Conduct hearing evaluations for any students who repeatedly fail the school hearing screening and are at risk

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Routine Checking of Hearing Aids and Cochlear Implants (IDEA 2004 300.113)

- Routine monitoring of hearing aids, cochlear implants and HAT (Hearing Assistance Technology)
- Training and technical assistance to students who use hearing aids.

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Assistive Technology Service (IDEA 2004 300.6)

- Evaluate the need for Hearing Assistance Technology (HAT)
- Recommend the purchase of appropriate HAT
- Fit and /or install HAT systems
- Training and technical assistance to students who use HAT

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Provision of Rehabilitation Services (IDEA 2004 300.34)

- Determination of the need for habilitation of hearing loss
- Develop IEP's for students with hearing loss
- Provision of habilitative activities, such as auditory training and speech reading

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Surgically Implanted Devices

- Related services **do not include** any medical device that is surgically implanted, including **cochlear implants**
- They also **do not include** "optimization" of that device's functioning, eg. **mapping**, maintenance or replacement of the device
- The school must also routinely check external components of a surgically implanted device, to make sure it is functioning properly.

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What is an IEP (Individualized Education Program) ?

- Describes the student's educational program
- Developed, reviewed and revised
- Tool that directs and guides development of educational experiences
- Considers student's capabilities, strengths, needs and interests
- Has specific well-defined annual measurable goals

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Educational Audiology Goals

- Primary responsibility of the educational audiologist is to assure that students have full access to language, communication and instruction in their educational programs through the use of hearing assistive technology and strategic classroom accommodations

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Goals

- All students who are eligible for special education and related services and 504 support receive educationally relevant audiology services.
- 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 seconds as needed.

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Goals

- Hearing loss is identified in all students using procedures based upon nationally accepted best practices.
- All students receive hearing loss prevention education in their school programs to reduce acquired hearing loss from recreational and occupational noise.

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Goals

- 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.

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Goals

- 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.

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Goals

- Counseling services to address acceptance, self-esteem and identity, peer relationships and other issues.
- Demonstrate personal responsibility and self-advocacy skills

Source: Educational Audiology Advocacy Agenda, April 2011.

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What We Do.....

Referrals/relationships with outside agencies

We wear many hats – communication and cooperation are essential!

Urban and rural settings – access to services

How do services differ?

Equipment needs?

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Rural Service Delivery

- Poor socioeconomic area of state
- 10% “no show” rate for scheduled appointments) with reminder call and postcard.
- Large service area- nine counties
- Referral sites are 2-3 hours away(hearing aid fittings, CI centers, etc.)

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What We Do.....

- KS State Guidelines for Education of the Deaf/Hard of Hearing
- KS Hearing Screening Guidelines
- KS Special Education Process Handbook
- KS Guidelines for Educational Interpreters
- ASA Classroom Acoustics Standards
- ASHA and AAA Guidelines
- EAA Guidelines

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What We Do.....

Coordinate screening programs

- Trainings
- School age
- Preschool and Infant Toddler - OAE/ABR

Diagnostics

- Basic battery
- CAPD – checklists/inventories, tests, therapy suggestions, support
- Hearing aid evaluation/CI check (external components)

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What We Do.....

Assistive Listening Technology

Related service under IDEA

Requires evaluation: hearing and hearing aid evaluation, checklists/inventories, teacher and parent observations, classroom acoustics, student's ability to use, verification and validation

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ASHA Preferred Practice Patterns
<http://www.asha.org/docs.html?PP2006-00274.html>

AAA Practice Guidelines
<http://www.audiology.org/resources/documentlibrary/Pages/default.aspx>

EAA Position Statements
<http://www.ednsl.org/displaycommon.cfm?an=1&subarticle=4>

Kansas Hearing Screening Guidelines
<http://www.ksde.org/LinkClick.aspx?fileticket=BU9hNBDf2N0%3D&tabid=2333&mid=6549>

KS Special Education Process Handbook
<http://www.ksde.org/Default.aspx?tabid=2152>

KS Guide to Education of Children Who are Deaf or Hard of Hearing
<http://www.ksde.org/LinkClick.aspx?fileticket=zx2mszP5Y0%3D&tabid=2322&mid=8918>

Phonak Guide to Access Planning
<http://www.phonak.com/us/b2C/en/products/fm/GAP.html>

Acoustical Society of America
http://acousticalsociety.org/about_acoustics/acoustics_of_classrooms

"A Day in the Life..." - very funny video
<http://www.stranormal.com/watch/8271035/a-day-in-the-life-of-the-educational-audiologist>
