



# Supporting Students who are Deaf and Hard of Hearing: Shared and Suggested Roles of Educational Audiologists and Clinical Audiologists

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

School & District: \_\_\_\_\_ Date Complete: \_\_\_\_\_

Audiologist Name: \_\_\_\_\_ Ed AuD or Clinical AuD

**Directions:** This document is recommended/suggested as a framework for discussion between Educational Audiologists and Clinical Audiologists to facilitate collaboration and provide comprehensive services for the student. It is intended to provide a template of the roles an audiologist can serve to improve communication and clarity for all professionals serving students. Roles and responsibilities may vary based on areas of expertise and availability of each provider.

Assessment	Educational Audiologist	Clinical Audiologist	Other
1. Complete and monitor hearing status via annual comprehensive audiological evaluation			
2. Interpret educational implications and impact of atypical results			
3. Make referrals for medical attention and management			
4. Evaluate hearing abilities and auditory skill development to determine hearing function in various communication and learning situations (e.g., complete Functional Listening Evaluation)			
Support Services	Educational Audiologist	Clinical Audiologist	Other
5. Collaborate with private sector/community-based audiologists and other professionals relative to student's educational needs			
6. Counsel the student and his/her family regarding the educational impact of reduced hearing, hearing technology options and accommodations			
7. Consult with the educational team regarding impact of hearing levels, use of hearing technologies and appropriate implementation of accommodations			
8. Provide, or assist with, habilitative services to support learning (e.g., communication repair, auditory training)			
9. Assist with transition planning and support along the educational lifespan			
10. Address other related disorders (e.g., tinnitus, misophonia)			
11. Monitor language development and academic progress of student			

<b>Hearing Technologies</b>	<b>Educational Audiologist</b>	<b>Clinical Audiologist</b>	<b>Other</b>
12. Provide information about the benefits and limitations of various devices and technologies to family and school		✓	
13. Provide training to the student and family on hearing technology use			
14. Maintain ear molds (e.g., impressions, fitting, clean, tubing)			
15. Select, fit and verify personal amplification (e.g., hearing aid, cochlear implant, bone anchored device)			
16. Validate and monitor personal amplification			
17. Select, fit and verify hearing assistive technologies			
18. Validate and monitor hearing assistive technologies			
19. Ensure proper function of personal amplification in schools (troubleshooting, minor repairs)			
20. Ensure proper function of hearing assistive technology in schools (troubleshooting, minor repairs)			
21. Complete troubleshooting on hearing assistive technologies (including minor repairs)			
22. Oversight of daily listening check of personal amplification (and documentation)			
23. Oversight of daily listening check of hearing assistive technologies (and documentation)			
<b>Accommodations</b>	<b>Educational Audiologist</b>	<b>Clinical Audiologist</b>	<b>Other</b>
24. Provide accommodations to access online/multimedia learning (e.g., connecting to computers, tablets)			
25. Measure acoustics in classrooms and other learning environments			
26. Identify instructional modifications and accommodations to facilitate access to education in all school settings			
<b>Supporting Social-Emotional Competence</b>	<b>Educational Audiologist</b>	<b>Clinical Audiologist</b>	<b>Other</b>
27. Support the development of self determination			
28. Support self advocacy skill development			
29. Provide peer mentor/mentee opportunities			
30. Evaluation, implementation and/or monitoring of self-advocacy skills			
<b>Other</b>	<b>Educational Audiologist</b>	<b>Clinical Audiologist</b>	<b>Other</b>
31. Obtain release of information and/or other documentation from appropriate source(s)			