

## BAEA Roles and Competencies

### **1. Child and Family Support.**

#### **1.1 The Educational Audiologists Role may involve the following:**

- 1.1.1 Act as a key member of a multi-professional team offering a seamless family friendly support service for deaf children.
- 1.1.2 Be present at the time of confirmation of deafness and offer to visit the home within two working days of diagnosis.
- 1.1.3 Be involved in enabling a positive partnership empowering parents in the decision making process.
- 1.1.4 Play a key role in supporting the family following diagnosis of deafness.
- 1.1.5 Assist parents to interact positively with their deaf child to help the family develop the child's full potential in the early years following diagnosis.
- 1.1.6 To interpret audiological information for the family and explain the implications with respect to the development of their child.
- 1.1.7 To give advice with respect to speech and language development based upon knowledge of deafness and its impact upon child development.
- 1.1.8 Use assessments outside hospital to assist the processes of improving hearing aid programming.
- 1.1.9 Interact with a young deaf child to demonstrate the importance of play in language and communication development.
- 1.1.10 Be available to answer questions and provide information on issues relating to the child's deafness.
- 1.1.11 Provide information about the support available for the family and their deaf child.
- 1.1.12 Provide information for the family on amplification and hearing devices including hearing aids, Radio Aid systems, Cochlear Implants, Soundfield systems and other Assistive Listening Devices (ALD)'s.
- 1.1.13 Provide information with respect to 'communication' based on the principle of 'informed choice'.
- 1.1.14 To monitor and record a child's linguistic, auditory processing skills and communication development as part of the evaluative process of the provision and review of effective amplification.
- 1.1.15 Monitor and co-ordinate support from health and education services to enable the effective and efficient use of amplification throughout the child's educational journey.
- 1.1.16 Establish and encourage family support networks that can work as an independent group either locally or as part of a national framework.

#### **1.2 The Educational Audiologists should have a high standard of Knowledge to bring to their role:**

- 1.2.1 Counselling skills with respect to supporting all types of families with deaf children.
- 1.2.2 A qualified understanding of Room Acoustics and Speech Acoustics.
- 1.2.3 Understanding child development and a knowledge of the impact of deafness upon all aspects of child development.

- 1.2.4 An appreciation of the degree and type of hearing loss on the deaf child's development with respect to social, linguistic, cognitive and communication development.
- 1.2.5 To value the principal of 'informed choice' and the subsequent effect upon the different models of family centred support.
- 1.2.6 Knowledge of confidentiality and data protection issues.
- 1.2.7 Knowledge of voluntary organisations supporting deaf children both local and national.

**1.3 The Educational Audiologists should have a range of skills to bring to their role:**

- 1.3.1 The ability to communicate with and support families following diagnosis of deafness in their child.
- 1.3.2 An ability to empathise with parents and support them through the process of developing positive interactions between parents and their deaf child.
- 1.3.3 An ability to listen attentively to parents' priorities and concerns in relation to their perspectives of their deaf child.
- 1.3.4 An ability to contribute as part in a multi-professional team in developing an initial care plan for the family.
- 1.3.5 An ability to communicate clearly in spoken and written format, with the involvement of appropriate interpreters if needed.
- 1.3.6 Signing skills in BSL Signature-stage 1 and skills in working through interpreters for families where spoken English is not the language of the home.
- 1.3.7 An ability to empower parents in the decision making process with regards to communication and audiology under the principle of 'informed choice'.
- 1.3.8 An ability to act as an advocate on behalf of the deaf child and their family to promote social, emotional, cognitive, linguistic and communication development of the deaf child.

## **2. Educational assessment, advice to schools, Access to Learning and inclusion.**

### **2.1 The Educational Audiologists Role may involve the following:**

- 2.1.1 To work with health services in the process of identifying the needs of deaf children and provide the LA with an assessment of needs and the educational implications of deafness.
- 2.1.2 Provide advice on classroom management, amplification systems, acoustics and Radio Aid systems.
- 2.1.3 Provide advice on the management of audiological equipment.
- 2.1.4 To administer a budget for audiological equipment to enhance the inclusion and improve access to learning for deaf children in the classroom.
- 2.1.5 To administer a budget for access to radio aids in pre-school deaf children to facilitate speech, language and communication development.
- 2.1.6 Have understanding and oversight of access to curriculum issues for schools and other educational establishments.
- 2.1.7 Make recommendations about placement, communication needs, and appropriate teaching strategies in conjunction with Teachers of the Deaf.
- 2.1.8 Facilitate collaborative working with other professional disciplines and other agencies to provide seamless support for deaf children in schools and pre-school.
- 2.1.9 Advise schools on the educational implications of deafness for individual children and the effective management of their needs within a range of educational settings throughout all key stages.
- 2.1.10 To give advice under the remit of the new EHCP system up to a possible age of 25 years for some deaf young people.
- 2.1.11 Collaborate with Teachers of the Deaf in setting SMART audiological and auditory processing developmental targets.
- 2.1.12 Collaborate with Teachers of the Deaf and other professionals in monitoring:
  - 2.1.12.1 Speech and language development.
  - 2.1.12.2 Educational and audiological provision.
  - 2.1.12.3 Developmental progress of deaf children with and without an Education Health Care Plan – EHCP.
- 2.1.13 Provide the LA with an audiological and educational advice report as part of the EHCP process.
- 2.1.14 Give advice to the LA and schools on the implications of deafness for children with multiple or complex special needs.
- 2.1.15 Monitor hearing levels of individual children through audiological assessment and give advice to parents and professionals with respect to any change in their child's special needs.
- 2.1.16 Provide input into the Annual Review process for children with an Educational Health Care Plan.

- 2.1.17 Give advice to facilitate inclusion into mainstream, pre-school and school age educational settings.
- 2.1.18 Give advice for improving access to learning and speech, language and communication development in various settings across the age range birth to 25 years as appropriate.

**2.2 The Educational Audiologists should have a high standard of Knowledge to bring to their role:**

- 2.2.1 A good knowledge of the relevant legislation relating to the assessment and provision for all types of deaf children:
  - 2.2.1.1 Pre-lingual deaf child.
  - 2.2.1.2 Progressive hearing loss.
  - 2.2.1.3 Complex needs involving deafness.
  - 2.2.1.4 MSI child with deafness.
- 2.2.2 An understanding of educational assessment procedures, professional roles and responsibilities with a LA.
- 2.2.3 A knowledge of the range of educational provision and support available for deaf children, deaf children with complex needs and MSI children with deafness.
- 2.2.4 Knowledge of 'informed choice' principles and its relationship with regard to inclusion, access to learning and speech, language and communication development.

**2.3 The Educational Audiologists should have a range of skills to bring to their role:**

- 2.3.1 The ability to interpret audiological results and their implications for individual children.
- 2.3.2 The ability to profile the developing auditory, communication and linguistic development of children with deafness.
- 2.3.3 The ability to identify listening programmes to facilitate auditory processing skills development.
- 2.3.4 The ability to provide information to parents based on the principle of 'informed choice' with regard to communication and educational options for deaf children.
- 2.3.5 The skills to provide advice and training to schools with regards to deafness, deaf awareness and best practice for management of deafness to enhance inclusion and access to learning.
- 2.3.6 The skills to administer Acoustic Evaluation surveys of classrooms and provide advice to schools with regard to acoustic treatment.
- 2.3.7 The skills to set up and monitor amplification systems for enhancing the access to learning processes for a deaf child.
- 2.3.8 An ability to give advice to schools on the needs of individual deaf children within their particular educational setting.

### **3. In-service training to Educational and Health service professionals.**

#### **3.1 The Educational Audiologists Role may involve the following:**

Attend Relevant CPD courses in order to:

- 3.1.1 Provide in-service training for educational and health service staff relating to the implications of deafness in children.
- 3.1.2 Provide advice and training to schools on the implications of deafness, effective habilitation management for inclusion and general deaf awareness issues within the school environment.
- 3.1.3 To give advice to schools with regard to effective and efficient management of the school environment with the application of acoustic treatment and amplification systems.
- 3.1.4 To give advice on the needs of all deaf children, including those with complex needs, within a particular educational setting.
- 3.1.5 In Collaboration with an MSI Teacher to give advice on the audiological needs of MSI children involving deafness within an educational setting.

#### **3.2 The Educational Audiologists should have a high standard of Knowledge to bring to their role:**

- 3.2.1 A thorough knowledge of the basics of audiological science.
- 3.2.2 A thorough knowledge of the anatomy and physiology of the auditory system.
- 3.2.3 A thorough knowledge of the types of hearing loss.
- 3.2.4 Knowledge of the causes of hearing loss.
- 3.2.5 An up-to-date knowledge of the range of hearing aids, Radio Aids, Assistive Listening Devices, and Soundfield amplification systems.
- 3.2.6 An up-to-date knowledge on the interconnectivity of technology to improve access to learning for the deaf child in the classroom.
- 3.2.7 An up-to-date knowledge of the range of Cochlear Implant Processors and BAHA's.
- 3.2.8 An up-to-date knowledge about MEI and ABI.
- 3.2.9 A thorough knowledge on the impact of varying degrees of deafness upon language and educational development.
- 3.2.10 A thorough knowledge about ANSD as a form of deafness.
- 3.2.11 A thorough knowledge on the outcomes of deaf children with ANSD.
- 3.2.12 Knowledge of APD.
- 3.2.13 A thorough knowledge of the impact of age of diagnosis of deafness upon speech, language, cognitive, social, emotional and communication development.

- 3.2.14 A thorough knowledge of the application of effective intervention methods, including amplification, upon speech, language, cognitive and communication development, and the relationships to educational development.
- 3.2.15 A thorough Knowledge of referral and testing procedures.
- 3.2.16 A thorough knowledge of classroom acoustics and the impact of acoustic treatments to improve access to speech for deaf children.
- 3.2.17 A thorough knowledge of Radio Aid systems and Soundfield systems within a range of educational settings.
- 3.2.18 Knowledge of national legislation with regards to deaf children for the age range covered by the EHCP system birth – 25 years. This will include children with complex needs and MSI children with deafness.
- 3.2.19 Knowledge of associating EHCP legislation to the assessments and habilitation processes for deaf children.
- 3.2.20 Knowledge of the current educational issues and their implications in the management of deaf children’s social, emotional, auditory, communication, cognitive and linguistic development.

**3.3 The Educational Audiologists should have a range of skills to bring to their role:**

- 3.3.1 The skills to deliver relevant and effective in-service training on childhood deafness and related issues to a wide range of professionals in both health and education centres.
- 3.3.2 The skills to work with a range of professionals in raising levels of awareness with regard to deaf issues and the implications of childhood deafness.
- 3.3.3 The skills to present unbiased truthful information to parents and other professionals in line with the principles of ‘informed choice’ on a wide range of issues relating to deafness.

**4. Educational Amplification Systems and Acoustics.**

**4.1 The Educational Audiologists Role may involve the following:**

- 4.1.1 Give advice on the use of personal hearing aids, Radio Aid systems, cochlear implants and Soundfield systems in school and the efficient and effective management of this technology.
- 4.1.2 Give advice on the appropriate use of Radio Aid systems and Soundfield systems to enhance the access to learning experience for deaf children and young people.
- 4.1.3 Make recommendations for improving the acoustics of the listening environment in schools, including acoustic treatment to enhance the access to learning experience for deaf children and young people.

- 4.1.4 To make Acoustic Evaluations of classrooms and advice on the compliance of classrooms for the teaching of deaf children with respect to Acoustics of Schools: a design guide – November 2015.
- 4.1.5 Give advice to families on the availability of assistive listening devices for the home as well as school.

**4.2 The Educational Audiologists should have a high standard of Knowledge to bring to their role:**

- 4.2.1 A thorough knowledge of Radio Aid systems.
- 4.2.2 A thorough knowledge of Soundfield systems.
- 4.2.3 A thorough knowledge of Cochlear Implant Speech Processors.
- 4.2.4 A thorough knowledge of digital hearing aids.
- 4.2.5 A thorough knowledge of the practical application of Radio Aid and Soundfield systems and the efficient and effective management required to attain this objective.
- 4.2.6 Knowledge of the range and availability of assistive listening devices.
- 4.2.7 A thorough knowledge of the interconnectivity of Radio Aid systems into laptops, iPads and workstations to enhance the access to learning experience for the deaf child.
- 4.2.8 Knowledge on how to monitor and verify the efficacy of audiological experience from interconnected equipment.

**4.3 The Educational Audiologists should have a range of skills to bring to their role:**

- 4.3.1 The ability to give advice on the appropriate use of educational amplification systems to meet the needs of each deaf child within their particular educational setting.
- 4.3.2 An ability to provide appropriate instruction and training on the amplification systems employed.
- 4.3.3 An ability to set up Radio Aid systems with modern digital hearing aids to show Radio Aid transparency either subjectively and/or objectively.
- 4.3.4 An ability to set up Radio Aid systems with Cochlear Implants and demonstrate their efficacy either subjectively and/or objectively.
- 4.3.5 The ability to raise levels of awareness with regards to good listening environments, both in terms of acoustics and noise management, for all children to enhance the development of their auditory processing skills development.

## **5. Professional contribution to the multi-professional team.**

### **5.1 The Educational Audiologists Role may involve the following:**

- 5.1.1 Working as part of a team within a school, deaf, hearing-impaired or sensory support service.
- 5.1.2 Liaise with health services to assist the processes that deaf children are appropriately and speedily provided with audiological and educational support.
- 5.1.3 Assist an LA to keep a register of children with educational needs involving deafness.
- 5.1.4 Liaise with other professionals in both health and education services to assist the processes of ensuring appropriate support is provided from diagnosis of deafness, through the child's early years development and throughout their educational development across all key stages and into post 16 education. The new EHCP system will require involvement up to 25 years in some cases.
- 5.1.5 Work closely with a wide range of professionals routinely involved with deaf children; such as Teachers of the Deaf, Cochlear Implant Centres' Staff, Speech and Language Therapists, Community Paediatricians, Paediatric Audiologists, Social Workers, Pre-School providers, School Teaching staff, ENT consultants, Health Visitors, and Voluntary agencies.
- 5.1.6 Liaise with professionals occasionally involved with deaf children; such as Educational Psychologists.
- 5.1.7 Liaise closely with health and education professionals to present consistent information to parents as part of a seamless service.
- 5.1.8 Input into the local/regional CHSWG (Children's Hearing Services Working Group) to assist the process of quality assurance is developed and maintained through audit, review and forward planning.
- 5.1.9 Maintain accurate records for future use.

### **5.2 The Educational Audiologists should have a high standard of Knowledge to bring to their role:**

- 5.2.1 Knowledge about the roles, skills and responsibilities of all the professional and voluntary services serving the needs of deaf children in the locality.
- 5.2.2 Knowledge about the importance of working in a co-ordinated manner with other professionals for deaf children, deaf children with complex needs and MSI children involving deafness.
- 5.2.3 A thorough knowledge of referral routes to local audiological services and external specialist centres for audiological services eg. Cochlear Implant Centres.
- 5.2.4 A thorough knowledge of local processes for assessments, eg. Speech and Language therapy.
- 5.2.5 An ability to audit Educational Audiology service to families of deaf children.
- 5.2.6 An up-to-date knowledge of legislation relating to the statutory assessment of deaf children.



- 5.2.7 A thorough Knowledge about child development with respect to speech, language and communication development.
- 5.2.8 A thorough knowledge about the relationship between appropriate amplification and access to the LTASS (Long Term Average Speech Spectrum).
- 5.2.9 A thorough knowledge and ability to communicate with regard to the procedures for selection, verification and evaluation of amplification options to facilitate optimum access for learning and speech, language and communication development.
- 5.2.10 Knowledge of the role family dynamics plays with regard to empowering family members in the management and realisation of the full benefits of amplification to facilitate optimum speech, language and communication development.
- 5.2.11 Knowledge and appreciation of cultural diversity when providing information on deafness and amplification to facilitate optimum speech, language and communication development.
- 5.2.12 A thorough knowledge of all communication options as part of the 'informed choice' approach to working with families.
- 5.2.13 Knowledge of the school curriculum at different key stages.

### **5.3 The Educational Audiologists should have a range of skills to bring to their role:**

- 5.3.1 The skills to work as a member of a team with other service professionals and voluntary agencies to provide a seamless and family friendly service.
- 5.3.2 The skill to give empathetic support to families.
- 5.3.3 The skill to empower families through development of their knowledge of their child's deafness.
- 5.3.4 The skill to maintain positive working relationships with a range of professionals within a multi-agency team.
- 5.3.5 The ability to respect professional roles and boundaries within a multi-professional team with empathy and support.
- 5.3.6 Good verbal and written communication skills with both families and other professionals.
- 5.3.7 The skill to actively participate in the local/regional CHSWG as part of the quality assurance process for the development of services to deaf children and their families.
- 5.3.8 The skill to participate in a family friendly manner in the educational assessment of deaf children and to give appropriate advice.

## **6. Audiological Testing.**

### **6.1 The Educational Audiologists Role may involve the following:**

- 6.1.1 Assess, evaluate and monitor deaf children within the clinic setting using a full range of tests.

- 6.1.2 Assess and evaluate deaf children's functional use of hearing within the school environment and provide information and advice to schools and Teachers of the Deaf with regard to assessment results.
- 6.1.3 To give recommendations for the management of the child's educational provision to enhance optimum access for learning.
- 6.1.4 Using speech acoustics to assist hearing aid programming.
- 6.1.5 Assess and evaluate deaf children's auditory processing development in a pre-school home environment and provide information feedback to parents.
- 6.1.6 Give advice and feedback to Hearing Aid Review Clinics.
- 6.1.7 Interpreting results from the full range of behavioural and objective tests for parents and other professionals with regard to the degree and nature of deafness.
- 6.1.8 Giving advice to parents, schools and other professionals with regard to the implications of the degree and nature of deafness, either in itself or as part of complex needs or MSI, upon speech, language and communication development and access to learning.
- 6.1.9 Giving advice to families and other professionals on the efficient management of amplification to suit the needs of the deaf child within the principle of 'informed choice'.
- 6.1.10 Giving input into the formal assessment processes for a deaf child going through the EHCP (Education Health Care Plan) process.
- 6.1.11 Monitoring the deaf child's hearing levels and developing auditory processing skills as a reflection of their functional use of hearing throughout their educational years.

## **6.2 The Educational Audiologists should have a high standard of Knowledge to bring to their role:**

- 6.2.1 Knowledge of newborn hearing screening and follow on procedures leading to diagnosis of permanent childhood deafness.
- 6.2.2 A thorough knowledge of all audiometric assessment techniques from diagnosis in the newborn hearing screening programme through to adult status.
- 6.2.3 Knowledge of speech acoustics and auditory access/exposure from hearing aid programming.
- 6.2.4 Knowledge of Radio Aids in pre-school deaf child provision for facilitating speech, language and communication development and behavioural management.
- 6.2.5 A thorough knowledge of the NDCS Quality Standards for paediatric audiology.
- 6.2.6 A thorough knowledge of the relationship between an appropriate audiological technique and the deaf child's developmental stage.
- 6.2.7 The knowledge and ability to interpret, comprehend and explain to others results from the following audiological tests;
  - 6.2.7.1 Otoacoustic emissions.

- 6.2.7.2 Auditory Brainstem Responses.
- 6.2.7.3 Distraction tests.
- 6.2.7.4 Visual reinforcement audiometry – both Soundfield and ear insert.
- 6.2.7.5 Performance tests.
- 6.2.7.6 Pure Tone Audiometry.
- 6.2.7.7 Speech discrimination testing.
- 6.2.7.8 Tympanometry,
- 6.2.7.9 Otoscopy.
- 6.2.7.10 Cochlear Microphonics.
- 6.2.7.11 Acoustic Reflexes.
- 6.2.8 A thorough knowledge of all types of deafness:
  - 6.2.8.1 Sensorineural.
  - 6.2.8.2 Conductive.
  - 6.2.8.3 Mixed.
  - 6.2.8.4 Auditory Neuropathy Spectrum Disorder.
- 6.2.9 A thorough knowledge of the BSA (British Society of Audiology) terms of reference for degree of hearing loss; mild, moderate, severe and profound.
- 6.2.10 Knowledge of local organisational structures for referral to other professional input, eg. SALT, Community Paediatrician.

### **6.3 The Educational Audiologists should have a range of skills to bring to their role:**

- 6.3.1 The skill to work as part of a multi-professional team in the assessment and monitoring of a deaf child's hearing levels.
- 6.3.2 The skill to work as part of a multi-professional team in monitoring and evaluating the appropriate use of amplification through hearing aids, and the appropriate use of Radio Aid systems to enhance access to speech.
- 6.3.3 The skill to monitor hearing levels and functional use of hearing of a deaf child known to have a progressive hearing loss.
- 6.3.4 The skill to select and implement a developmentally appropriate test technique for a deaf child.
- 6.3.5 The skill to assess and evaluate the hearing levels of deaf children with complex needs or MSI involving deafness.
- 6.3.6 The skill to assess and evaluate the hearing levels of very young deaf children.
- 6.3.7 The skill to explain clearly and concisely an interpretation of all types of results from audiometric assessments for parents and other professionals.

- 6.3.8 The skill to a high proficient standard in the administration of the following test procedures:
  - 6.3.8.1 Pure Tone Audiometry.
  - 6.3.8.2 A/C
  - 6.3.8.3 B/C
  - 6.3.8.4 Masking
- 6.3.9 Distraction testing including VRA and BOA.
- 6.3.10 Performance testing.
- 6.3.11 Speech discrimination testing.
- 6.3.12 Tympanometry.
- 6.3.13 Otoscopy.

## **7. Selection, Verification and Evaluation of Hearing Aids. Evaluation and re-habilitation processes of cochlear implants.**

### **7.1 The Educational Audiologists Role may involve the following:**

- 7.1.1 The selection, verification and evaluation of digital hearing aid/ hearing instrument provision for deaf children.
- 7.1.2 Working closely with health paediatric audiologists to ensure optimum digital hearing aid provision for deaf children.
- 7.1.3 Working closely with Auditory Implant Centres to assist in the rehabilitative processes to achieve optimal performance in cochlear implant child users.
- 7.1.4 Give guidance and advice to families and professionals with regard to the development of auditory processing skills, otherwise referred to as listening skills development for both hearing aid and cochlear implant users.
- 7.1.5 Giving advice to families to assist the processes for creating a positive communicative environment and positive outlook for the use of digital hearing aids and cochlear implants for deaf children in compliance with the principle of informed choice.
- 7.1.6 Giving advice and encouragement to families in establishing family friendly routines for an effective programme of hearing aid management that will utilise the residual hearing of deaf child to their full potential. This includes the establishment of daily subjective routines.
- 7.1.7 Giving advice and encouragement to families in establishing family friendly routines for an effective programme of cochlear implant management.
- 7.1.8 Being a member of the Team around the deaf Child's hearing aid verification and evaluation processes.
- 7.1.9 Being a member of the local and/or Auditory Implant Centre Team around the deaf Child's cochlear implant evaluation processes.

- 7.1.10 Evaluate the functional use of digital hearing aids in both clinical and non-standard settings.
  - 7.1.10.1 This will include the use of speech discrimination testing both in quiet and in noise scenarios.
  - 7.1.10.2 This will include observation schedules.
  - 7.1.10.3 This will include pupil and parent consultations.
- 7.1.11 Liaising with families when their deaf child falls within criteria for assessment for Cochlear Implantation in terms of the deaf child's pure tone audiogram.
- 7.1.12 Liaising with families when their deaf child falls within criteria for assessment for Cochlear Implantation in terms of the deaf child's functional use of hearing as an aspect of Auditory Neuropathy Spectrum Disorder.

## **7.2 The Educational Audiologists should have a high standard of Knowledge to bring to their role:**

- 7.2.1 A thorough knowledge about modern digital hearing aids and their speech processing strategies.
- 7.2.2 A thorough knowledge about Bone Anchored Hearing aids.
- 7.2.3 A thorough knowledge about cochlear implants.
- 7.2.4 Knowledge about MEI.
- 7.2.5 Knowledge about tactile hearing aids.
- 7.2.6 A thorough knowledge about Real Ear Measurements and Real Ear to Coupler Difference.
- 7.2.7 A thorough knowledge about DSL and NAL prescriptive fitting formulae for deaf children.
- 7.2.8 A thorough knowledge of the Fitting, Verification and Evaluation processes for digital hearing aids.
- 7.2.9 A thorough knowledge of digital hearing aid terminology including terms like: Gain, Output, Frequency Response, distortion, Compression etc.
- 7.2.10 Knowledge about microphones, receivers, output limiting systems, telecoil loops, feedback management systems etc.
- 7.2.11 Knowledge about earmould impression procedures, earmould types, earmould acoustics, earmould materials etc.
- 7.2.12 Knowledge about earmould modifications like: venting, horning and damping.
- 7.2.13 A thorough knowledge about types of earmould tubing and re-tubing of earmoulds.

## **7.3 The Educational Audiologists should have a range of skills to bring to their role:**

- 7.3.1 The skill to liaise with health paediatric audiologists in the use of DSL or NAL prescriptive formulae in the selection process of appropriate digital hearing aids for a deaf child.
- 7.3.2 The skill to liaise with Auditory Implant Centre's as part of the evaluative processes for cochlear implants.

- 7.3.3 The skill to verify Real Ear Measurement targets.
- 7.3.4 The skill to use test box results and RECD to verify Gain targets.
- 7.3.5 The skill to maintain active listening engagement with the family and other professionals for observational feedback as part of the evaluative process.
- 7.3.6 The skill to manage digital hearing aids including, analysing through a test box, manual checking and fault finding.
- 7.3.7 The skill to identify problems with earmoulds.
- 7.3.8 The skill to request earmould modifications to enhance client comfort.

#### **7.4 Principal Outcomes.**

- 7.4.1 Children who have pre-lingual deafness to achieve their full communicative potential in accordance with the principle of informed choice.
- 7.4.2 Congenital deafness to be diagnosed within weeks from birth through the newborn hearing screen programme and subsequent ABR assessment.
- 7.4.3 All children with acquired deafness to be identified as soon as possible and referred to education services.
- 7.4.4 Following diagnosis of permanent childhood deafness a referral to education services for deaf children is made within 48 hours.
- 7.4.5 The Educational Audiologist and health Paediatric Audiologist to work as a team with families to attain optimum use and management of amplification technology for speech, language and communication development.
- 7.4.6 Digital hearing aids fitted within 4 weeks of confirmation of hearing loss.
- 7.4.7 Access to the most appropriate range of Radio Aid systems in accordance with the NDCS Quality Standards for FM systems in the classroom.
- 7.4.8 Possible access to Radio Aid systems in the pre-school population of deaf children for use in the home to facilitate speech, language, and communication development and behavioural management.
- 7.4.9 Access to assistive listening devices, other than Radio Aid systems for use in the classroom.
- 7.4.10 Digital hearing aids, Radio Aid systems and other assistive devices to be used appropriately, effectively and with efficient management.
- 7.4.11 Providing a seamless educational and audiological service for families of deaf children and deaf children in school through good working partnerships between education services and health services.
- 7.4.12 The Educational Audiologist is well suited as a 'link' professional within a seamless service because of their training and professional background in education.
- 7.4.13 The educational audiologist can provide LA's with strategic advice with regard to provision for planning of services for deaf children.
- 7.4.14 Children with pre-lingual deafness achieve their full potential through an inclusive education programme in either a mainstream school, a unit for deaf children attached to a mainstream school, or a special school.

- 7.4.15 Children with complex needs including deafness and MSI children with deafness to achieve their full potential for access to sound and speech with appropriate amplification technology, including the option of cochlear implantation.
- 7.4.16 The educational audiologist has constant access to new developments and training.
- 7.4.17 The educational audiologist provides teachers of the deaf and associated staff with regular training to update skills and knowledge in aspects of educational audiology.
- 7.4.18 The educational audiologist has an input into the health service via the CHSWG (Children's Hearing Services Working Group) and vice versa for health paediatric audiologists.