

This document has been devised by the British Association of Educational Audiologists to describe the specialist role that is undertaken by the Educational Audiologist within the educational provision for Hearing Impaired children.

It is recognised that the precise role will vary between Education Authorities, and the day to day activity of the Educational Audiologist will vary. For example some will be directly responsible for diagnosis of hearing loss in conjunction with the local Health Authority, while some will begin contact with child and family only after diagnosis has taken place. It is felt however that the Educational Audiologist plays a key and important role in support of children with hearing loss.

This leaflet supersedes a complex booklet that was first issued in 2001.



A Guide  
to the  
Role of the  
Educational Audiologist

British Association of Educational Audiologists

Promoting good practice in Educational Audiology  
for all Hearing Impaired Children throughout the  
United Kingdom

[www.educational-audiologists.org.uk](http://www.educational-audiologists.org.uk)

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## **AREAS OF INVOLVEMENT**

### **CHILD AND FAMILY SUPPORT**

### **EDUCATIONAL ASSESSMENT, ADVICE TO SCHOOLS AND INCLUSION.**

### **EDUCATIONAL AMPLIFICATION SYSTEMS**

### **PROFESSIONAL CONTRIBUTION TO SPECIALIST TEACHERS OF DEAF/HEARING IMPAIRED**

### **AUDIOLOGICAL ASSESSMENT AND THE SELECTION, VERIFICATION AND EVALUATION OF HEARING AIDS**

### **PROFESSIONAL CONTRIBUTION TO THE MULTI-PROFESSIONAL TEAM**

## **Roles may include -**

- Provide links within Children Services (Education, Social Services and Health)
- Oversee the management and effective use of audiological equipment.
- Provide information that is current and relevant.
- Carry out audiological tasks. e.g. setting up and adjustment of systems.
- Oversee the monitoring and evaluation of the child's use of amplification.
- Liaise and discuss developments with producers and suppliers of audiological equipment and purchase and introduce accordingly.
- Carry out acoustic surveys and learning environment assessments.
- Collaborate in setting individual educational programmes relating to audiological independence and the development of listening skills.
- Provide 'in field' and quality assurance support.
- Upgrade colleague's audiological skills
- Provide protocols for the use of listening devices, FM equipment, hearing aid analysers (test boxes) and hearing aids.
- Provide INSET to update colleagues on developments and initiatives.
- Contribute to the initial training of specialist teachers and educational audiologists.
- Provide links and facilitate the flow of information from Education, Health, Social Services and other professional groups.
- Play an active part in Children's Hearing Service Working Groups.
- Support the work of colleagues through the British Association of Educational Audiologists.
- Contribute to paediatric hearing assessment and hearing review clinics.
- Provide 'in field' support by interpreting to colleagues, parents and pupils- assessment results in terms of the audiological and educational significance.
- Provide quality assurance that will ensure the most appropriate selection of hearing aids and programming for the educational setting
- Contribute to discussions about the effectiveness of the use of amplification from a basis of expertise, experience and knowledge of the educational implications