

32462- Educational Audiology

Status	Optional (A)
No of Hours	30 hours
No of Credits	2
Learning Outcomes	<ul style="list-style-type: none"> • Demonstrate skills in working as a team member (as an audiologist providing direct and indirect assessment, diagnosis and management of hearing impaired individuals and providing feedback to teachers in charge of unit/ class) and or as a team leader (running an educational support unit in a school and liaising educators, parents and other professionals, organizing meetings, feedback to school). • Outline care pathways pertaining to school settings and be able to identify and carryout suitable packages of care children in special and mainstream schools. • Demonstrate knowledge and skills necessary to work together with teachers to develop and adapt curriculum and write IEPs. • Show knowledge and skills of the protocols and procedures pertinent to an Audiologist working in an educational setting (writing different types of letters – to management, ordering equipment, asking for permission from other professionals to visit, request regarding meetings with staff and parents, requesting letters and timetabling, prioritizing clients and time management, report writing, case history taking, filing, privacy of clients and school, working with established referral criteria access to schools in Audiology, etc.). • Demonstrate knowledge and skills necessary to work together with teachers to develop and adapt curriculum and write IEPs. • Develop skills of transferring knowledge, skills and attitude to all other students, parents, and staff members related to child development, models of disability, rights of children, communication delays, and disorders due to hearing impairments, early identification, levels of attention, defining and explaining related strengths and difficulties children with various diagnosed conditions would display, educational goals, links with home, etc. • Gain efficient time management and prioritization skills pertinent to an educational setting. • Monitor progress in a timely manner at critical junctures in a school calendar. • Be aware of the role of health care providers in an educational setting.
Methods of Teaching and Learning	Lectures, observation at education settings
Module content	<ul style="list-style-type: none"> • Role and responsibilities of an audiologist working in education: screening, assessment protocols, checklists, letters to other professionals • Effect of hearing impairment in education. • Early identification and its importance in aural rehabilitation in an educational setup • Implementing aural rehabilitation in education

	<ul style="list-style-type: none"> • Classroom acoustics, preferential seating, optimizing visual and auditory perception. • Methods of teaching language to the hearing impaired: Structured, Fitzgerald, Box Technique, Computer Aided Methods, Uni- Sensory versus Multi- Sensory Approaches, Acoupedic Approach. • Manual verses oral forms of communication: manual alphabet, cued speech, Rochester method, American sign Language, British sign language, signed English, SEE-1, SEE-II, Sri Lankan sign language, Total communication. • IEP • Counseling hearing impaired students, families, and teachers. • Where are we? Facilities, legislations, issues in education of hard of hearing children in Sri Lanka. • Education options for individuals with hearing impairment
Assessment	Assignment (case study to include IEP and progress report) 100%