

Educational Audiology Survey Report

In the fall of 2007 ASHA conducted a survey of educational audiologists designed to gather information on their practices and challenges. This report presents the results of this evaluation. In total 871 were invited to participate. Eventually 361 responded resulting in a 41% response rate.

Throughout the survey not all respondents answered all questions. In those cases the number of respondents to answer a given question appear in the form ($n = x$). Percentages are rounded to the nearest whole number; therefore some responses may total more than 100%.

1. Do you currently hold an ASHA Certificate of Clinical Competence in audiology (CCC-A)? ($n = 359$)

85% Yes
15% No

2. Are you currently working in the area of educational audiology? ($n = 359$)

87% Yes
13% No

3. How long have you been working in the area of educational audiology? (Use whole numbers only—no decimals, no fractions, no ranges.)

Statistics	
$n =$	315
Mean	15.10
Q25	8
Median	15
Q75	21
Mode	5*
Standard Deviation	8.734

*Multiple Modes exist. Smallest value shown.

4. Which one of the following best describes your position? ($n = 316$)

73% Full-time, salaried
12% Part-time, salaried
5% Full-time, contractual
10% Part-time, contractual

5. What percentage of your typical work week is spent in educational audiology?

Statistics	
$n =$	48
Mean	54.27%
Q25	20%
Median	50%
Q75	99%
Mode	100%
Standard Deviation	36.843

6. Including yourself, how many full-time equivalent (FTE) educational audiologists are employed in your district or education agency? (Excluding “0” responses)

Statistics	
<i>n</i> =	243
Mean	3.88
Q25	1
Median	2
Q75	3
Mode	1
Standard Deviation	2.897

7. What is the total student population in your district/education agency? (Enter 0 if you do not know.)

Statistics	
<i>n</i> =	181
Mean	56148.80
Q25	9650
Median	29000
Q75	71000
Mode	20000
Standard Deviation	88213.017

8. How many students in your district/education agency have an educationally significant hearing loss? (Enter 0 if you do not know.)

Statistics	
<i>n</i> =	183
Mean	226.84
Q25	60
Median	150
Q75	291
Mode	250*
Standard Deviation	337.090

*Multiple Modes exist. Smallest value shown.

9. How many of those students do you serve? (Enter 0 if you do not know.)

Statistics	
<i>n</i> =	226
Mean	920.39
Q25	40
Median	75
Q75	142.50
Mode	40*
Standard Deviation	10108.330

*Multiple Modes exist. Smallest value shown.

10. Which of the following services do you provide to the schools? (Select all that apply.) (*n* = 361)

- 33% Auditory processing evaluations
- 55% Classroom functional assessments
- 72% Classroom strategies
- 67% Diagnostic assessments
- 62% Earmold modification and fitting
- 61% Family counseling
- 75% FM fittings
- 78% FM maintenance
- 24% Hearing aid fitting
- 59% Hearing aid repair and trouble-shooting
- 52% Hearing screening
- 37% Hearing conservation education
- 72% IEP planning and meetings
- 76% In-service training to support personnel
- 63% Serve on educational teams
- 18% Other
 - 0-3 services, evaluations, etc.
 - administration
 - Administrative duties
 - Administrative; coordinator of vision/hearing screening program; assist in coordinating deaf/hard of hearing program
 - administrator; no direct services
 - all pre-k audiology
 - Assistive technology evaluations
 - audiometer maintenance, consultant to staff who are D/HH
 - Auditory Processing Screenings (*n* = 2)
 - auditory skills therapy
 - auditory training therapy (*n* = 3)
 - Auditory-Verbal Therapy
 - aural habilitation services (*n* = 5)
 - Basic evaluation to determine referral of students not passing school hearing screening, promote use of sound field systems and provide training in use and some troubleshooting,
 - Budget (*n* = 2)
 - Budget; Administration; APD fitting FM, etc.
 - CAP screening, Soundfield installation, troubleshooting and in-service
 - classroom acoustical evaluation/management
 - Classroom acoustics/amplification (*n* = 2)
 - Classroom amplification setup
 - clerical & purchasing
 - cochlear implant collaboration Not possible to respond to survey numbers since I serve a consortium of 16 school districts
 - cochlear implant troubleshooting, maintenance, training, mapping (*n* = 4)
 - Consult for general education sound field amplification initiative
 - Consult with clinical audiologists and ENT physicians
 - consultant to remote school sites
 - consulting throughout the state
 - data base information for reminders, all reports record keeping, parent notification, secretarial
 - DeafBlind State Team, State Advisory Board for Auditory Learning Foundations

- Educational consulting
- follow-up for special ed hearing failures at local schools
- hearing department chair
- Hearing screening certification training
- Hearing tests on 0-5 year olds
- I am also a teacher for D/HH
- infant/toddler program/home visits
- info on cochlear implant candidacy and auditory training
- involved in 0-3 child find screenings
- language assessments
- liaison between school agency and all other outside agencies such as California Children's Services
- loaner aids
- loaner hearing aids
- multidisciplinary education
- not routine ARD meetings
- ordering equipment, managing databases, helping to write policy and procedures, member on various hard of hearing/deaf committees in the city
- OSHA mandated hearing tests for district employees
- Oversee Low Incidence Budget
- phone consultations
- Purchasing diagnostic, amplification & FM equipment, district-wide equipment calibration, staff trainings, resource for district personnel
- Real ear/CI troubleshooting
- Refer children to outside agencies
- Referral to outside medical/audiology services
- Rehab therapy
- Serve on 2 advisory committees for the State of NM
- service coordination for infants
- Sound Field system installation and upkeep
- Sound level measurements, case management, consultation, FM purchasing
- Soundfield installations
- Supervise SLPs doing mass hearing screening
- Teach Class at high school re: Audiology
- teach Communication Strategies
- therapy for APD/Hrng Loss
- Train SLP students to do our yearly hearing screening from local University and supervise them during hearing screening. I do re-screens on all the fails in the district. Also do hearing screening on our special needs classrooms including Headstart, ECSE, and autistic. Several special needs classes do a bus trip up to the University where I do testing to be more efficient with testing. Screening of the high needs population has identified several who have needed hearing aids or medical follow-up so it has been very beneficial.
- vocal fatigue recommendations

11. In which state do you work? (n = 361)

1% AK	4% IA	1% MO	1% SC
1% AL	1% ID	2% NC	1% TN
1% AR	5% IL	1% NE	2% TX
2% AZ	2% IN	0% NH	1% UT
8% CA	2% KS	1% NJ	2% VA
4% CO	1% KY	2% NM	3% WA
1% CT	1% LA	6% NY	2% WI
1% DC	2% MA	4% OH	1% WV
0% DE	3% MD	1% OK	1% WY
3% FL	0% ME	2% OR	7% N/A
4% GA	3% MI	3% PA	
1% HI	4% MN	0% RI	

12. What is the audiologist-to-student ratio that your STATE recommends (e.g., 1 audiologist for every 10,000 students in the district)? (n = 308)

33% My state does not recommend a ratio.

67% I don't know

Estimates:

- 1 audiologist for every 100 students in a single location
- 1 Audiologist for every 12,000 students with secretarial and technician
- 1 for every 10-12000 students
- 1 per 10500 students
- 1 to 10,000 (n = 9)
- 1 to 12,000
- 1 to 16,000 plus 1 FTE support tech
- 1 to 32500
- 1:1200
- 1:33000
- 1:62
- 1:75,000
- 1-100 identified
- 1-150000
- 3 educational audiologists in the whole state!!
- 3 for 25,000
- do not know
- No state audiologists in NJ
- One audiologist for the entire area
- typically hear 1 per 10-15,000

13. Do you believe there is a shortage of educational audiologists in your DISTRICT/education agency? (n = 330)

67% Yes

27% No

6% I don't know

14. What do you feel contributes to this shortage? (Select all that apply.) (n = 361)

- 24% Lack of positions
- 49% Lack of funding
- 47% Lack of understanding of the value of an educational audiologist
- 18% Lack of individuals to fill the position
- 5% Other
 - acknowledgement at state level of what an educational audiologist does
 - ASL vs SEE signs disagreements, we represent money to administrators, which they are already are short on, and, they have gotten by so long without one, why do we need one now?
 - Educational audiology is unknown as a profession in this state
 - I believe that if we had more funding for special education districts would be more inclined to look at this. Who can blame them when there is so little federal support for special ed. costs. Why would a district choose to hire an ed. audiologist over a special ed teacher or for one-on-ones for all the children who need this. Because of this funding competition, I really don't think that things will change until the money flows....
 - increasing role of ed aud within the district
 - Lack of enforcement regarding sp. ed/ students' hearing screening and testing needs. Acceptance of "functional" tests etc.
 - lack of training programs in CA
 - Lack of understanding of administrators to designate funding.
 - low pay compared to private practice
 - Low Salaries
 - Misinterpretation of State caseload, i.e. more time needed to go to 40 different schools than one
 - No administrative respect for the profession
 - other professionals including SLPs who perform acts that are not within their scope of practice
 - Poor pay for Au.D. Audiologists and low prestige
 - Remote location from lower 48 states
 - schools are not required to have educational audiologists
 - schools need to employ audiologists directly
 - specifically, non-competitive salary
 - there are ZERO Ed Auds in our schools,
 - We need so many other Related service that they are happy to have 1 audiologist

15. Do you believe there is a shortage of educational audiologists in your STATE? (n = 327)

- 79% Yes
- 5% No
- 16% Don't know

16. What do you feel contributes to this shortage? (Select all that apply.) (n = 361)

- 39% Lack of positions
- 57% Lack of funding
- 64% Lack of understanding of the value of an educational audiologist
- 26% Lack of individuals to fill the position
- 0% Other
 - administration ignorance
 - Lack of enforcement related to hearing screening and testing needs.
 - lack of training programs in CA
 - lack of understanding, we are not professionals according to the state school code
 - other professionals performing acts that are not within their scope of practice
 - parents not aware of the right to services under IDEA
 - please read my last commentary of the state of funding and how as ed audiologists we are competing with special ed teachers for this small pot of money due to lack of support for IDEA and Part H by Feds and States.
 - Poor Salaries (*n* = 5)
 - Remote location from lower 48 states
 - salaries are not commensurate with training and expertise in the school setting
 - schools need to employ audiologists directly
 - some districts will contract with private practice audiologists- it is difficult to determine how many districts are doing this- and the level of service that they receive
 - The development of the A.U.D.
 - University training Programs which do not value, train or acknowledge need for educational audiology
 - We are so short other relates service they are happy to have 1 audiologist