

AUDIOLOGIST

DEFINITION

Under direction, facilitates listening, learning, and communication access via specialized hearing assessments for hard of hearing children county wide; monitors personal hearing instruments; recommends, fits, programs, and manages hearing assistance technology; provides and recommends support services and resources; consults with district teaching staff and administrators on educational and communicative ramifications of hearing loss; adheres to special education law and scope of practice and advocates on behalf of students; and performs related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from assigned supervisory or management personnel. Exercises no direct supervision over staff.

CLASS CHARACTERISTICS

This journey-level classification is responsible for independently performing professional duties in support of listening, learning, and communication access for infants, toddlers, and school-aged children. Positions at this level exercise judgment and initiative in their assigned tasks, receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the work unit.

EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

- Performs initial and triennial assessments for special education eligibility, including review of medical charts and assessment of classroom hearing function via individual listening assessments and classroom observation.
- Visits school sites to fit and monitor personal and school-based hearing device functions; collaborates with district information technology staff to allow interfacing between classroom technology devices and students' personal hearing devices; troubleshoots and repairs broken school-based hearing assistive equipment.
- Serves as a member of the IEP team serving the needs of students and their families; assists, implements, and participates in the development of IEPs and Individualized Family Service Plans (IFSP) for eligible students; adheres to IEP/IFSP timelines and legal requirements.
- Counsels staff and families regarding hearing loss, test results, hearing technology and educational impact.
- Assists families in accessing community professionals for additional testing, intervention, and funding sources for medical and audiologic care, hearing equipment, and developmental assessments.
- Designs and delivers in-service training on hearing problems and management of the educational environment for the hard of hearing student.
- Consults with professional staff involved with hearing impaired students concerning the proper use of amplification, the development of listening skills, and maintaining an optimal environment for listening

- and learning.
- Maintains strict student and parent confidentiality.
- Attends and participates in a variety of meetings, committees, conferences, in-services and/or special events.
- Stays current with methodology, technology, laws and regulations, and best practices regarding deaf and hard of hearing services in the learning environment.
- Performs related duties as required.

QUALIFICATIONS

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

Education:

- Equivalent to a master's degree from an accredited college or university with major coursework in audiology.
- Doctorate degree preferred but not required.

Experience:

- Five (5) years of experience in pediatric audiology or three (3) years of experience as an audiologist in a school setting.

Licenses and Certifications:

- Possession of a Clinical or Rehabilitative Services Credential – Audiology.
- Possession of, or acquisition of, an Audiologist license from the California Department of Consumer Affairs or other certifying agency by date of employment.
- This position may require employees to travel; employees must be able get themselves to different locations during their workday and will be responsible for ensuring that they can timely move between locations during their workday either via driving themselves with a valid driver's license or using other modes of transportation.

Knowledge of:

- Principles of human auditory and vestibular system anatomy/physiology and function and normal language acquisition.
- Techniques and procedures for diagnosing, evaluating, and rehabilitating hearing loss.
- Various types of hearing aids, cochlear implants, and hearing assistive technology.
- Classroom acoustics and listening environments.
- School content, listening/learning content, and state testing requirements for hearing impaired students.
- Interaction between hearing loss and other disabilities and their impact on classroom learning and language acquisition.
- Counseling techniques for conveying audiological results to families and educators.
- Availability and utilization of inter-agency and community resources.
- Applicable federal, state, and local laws, codes, and regulations as well as industry standards and best practices pertinent to the assigned area of responsibility.
- Techniques for providing a high level of customer service by effectively dealing with the public, vendors, contractors, and Office staff.
- The structure and content of the English language, including the meaning and spelling of words, rules

of composition, and grammar.

- Modern equipment and communication tools used for business functions and program, project, and task coordination, including computers and software programs relevant to work performed.

Ability to:

- Administer appropriate educational audiological assessments and interpret history and assessment data.
- Measure the function of and benefit from various types of hearing aids, cochlear implants, and other hearing assistive technology.
- Monitor hearing levels, auditory behavior, and functional performance with and without hearing equipment.
- Make appropriate referrals for additional audiologic, communication, educational or other assessments and services according to established procedures and criteria.
- Analyze students' classroom listening demands and function and make recommendations for modifications and accommodations accordingly.
- Instruct students on hearing loss, accommodations, and hearing technology function in an age-appropriate manner.
- Conduct training on effects of hearing loss, accommodations, and equipment use and provide educational materials and ongoing feedback.
- Assist families in accessing inter-agency services and community resources.
- Counsel families regarding audiological results, educational implications, and follow up needs.
- Use tact, initiative, prudence, and independent judgment within general policy and procedural guidelines.
- Independently organize work, set priorities, meet critical deadlines, and follow-up on assignments.
- Communicate clearly and concisely, both orally and in writing, using appropriate English grammar and syntax.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.
- Effectively use computer systems, software applications relevant to work performed, and modern business equipment to perform a variety of work tasks.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing in work areas and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 50 pounds.

ENVIRONMENTAL CONDITIONS

Employees work in an office, classroom, and outdoor environment with moderate to loud noise levels, cold and/or hot temperatures, and exposure to blood and body fluids while providing personal assistance to student(s) with daily activities and rendering First Aid and CPR. Employees interact with clients with behavioral disorders/erratic and assaultive behavior, including those which require emergency crisis intervention. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.