PROFESSIONAL ISSUES

Summary of Position Papers, Practice Guidelines, Definitions, and Technical Reports Pertaining to Rehabilitative Audiology

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It is often useful to know if a professional group has reached a consensus on a particular issue related to rehabilitative audiology. A review of documents available from the National Institute of Deafness and Other Communication Disorders (NIDCD), American Speech-Language, and Hearing Association (ASHA), the American Academy of Audiology (AAA), and the Educational Audiology Association (EAA) revealed several topics related to rehabilitation. These are organized in three ways: (a) by subject, (b) by type of document, and (c) in chronological order. This was done to identify what issues have been addressed and provide a simple reference for these select documents. By updating the summary annually, the positions and guidelines agreed upon by professional organizations may be more easily used to support daily practice and motivate research.

I. Summary by Subject

AMPLIFICATION

Guidelines for Hearing Aid Fitting for Adults

The hearing aid fitting process is reviewed including the stages of assessment, treatment planning, selection, orientation, and verification. Specific methods are discussed for each of these phases.
Amplification as a Remediation Technique for Children with Normal Peripheral Hearing
The literature is reviewed on the use of amplification with children in the remediation of phonological disorders and central auditory processing disorders. Concerns with current practices are identified and recommendations are made for future and clinical practice.

ATTENTION DEFICIT HYPERACTIVITY DISORDERS
Roles of Audiologists and Speech Language Pathologists Working with Persons with Attention Deficit Hyperactivity Disorders (ADHD)
The characteristics of individuals with ADHD and assessment/intervention techniques are presented. Appendices include DSM-IV criteria for ADHD and information on medications used in treatment.

AUDITORY TRAINING
Auditory Integration Therapy (AIT): Position Statement
*Audiology Today*, 5, 21.
This American Academy of Audiology (AAA) statement cautions against the use of AIT given the lack of empirical evidence.

Auditory Integration Training
Three types of AIT methods, practitioner education, and equipment are reviewed in this ASHA report. Concerns related to current practice, research considerations, and recommendations regarding AIT are presented.

Auditory Integration Training: Educational Audiology Association (EAA) Position Statement
This EAA statement concurs with the earlier ASHA and AAA statements that AIT is an unproven treatment. There is a warning that without controls on sound levels, there is a potential to cause harm to a child’s auditory system.

URAL REHABILITATION
Aural Rehabilitation: An Annotated Bibliography

References are provided for functional communication handicap, rehabilitative procedures, and rehabilitative devices.

**Definition of and Competencies for Aural Rehabilitation**


Definitions, minimal competencies, and discussion of terminology, training implications, continuing education, and certification standards related to aural rehabilitation are given.

**Hearing Loss: Terminology and Classification**


Recommendations are provided from ASHA and CSD on the proper use of terms for persons with hearing loss.

**CENTRAL AUDITORY PROCESSING DISORDERS**

Central Auditory Processing: Current Status of Research and Implications for Clinical Practice


Issues related to the definition of a Central Auditory Processing Disorder and implications for professional education and research priorities are discussed.

**COCHLEAR IMPLANTS**

Cochlear implants


A comprehensive overview of cochlear implants is provided.


Comprehensive information regarding Cochlear Implants including factors which affect performance, benefits and limitations, candidacy issues, technical and safety considerations, and directions for future research are provided.
FM SYSTEMS

Fitting and Monitoring FM Systems
This provides an introduction to the use of FM systems, preselection considerations, performance measurements, and device management. Specific methods and diagrams for use of 2oc coupler, real ear, and speech recognition testing to evaluate FM systems are included.

The Use of FM Amplification Instruments for Infants and Preschool Children with Hearing Impairment
The rationale for use of this device in young children is discussed.

HEARING HANDICAP

On the Definition of Hearing Handicap
Various methods used to define hearing handicap; their advantages and limitations are discussed as well as differences between hearing disability and handicap.

Severely Hearing Handicapped
This is the definition sent to the Rehabilitation Services Administration as a suggested revision in the Federal ESA Manual.

ROOM ACOUSTICS

Acoustics in Educational Settings
Background and guidelines for criteria including ambient noise level, signal to noise ratio, and reverberation times for classrooms are given.

SERVICES

Audiology Services in the Schools

The characteristics of children with hearing impairment, the effects of hearing impairment service and program needs for children with hearing impairment, and the roles and responsibilities of the Educational Audiologist are discussed.

**Delivery of Speech-Language Pathology and Audiology Services in Home Care**


This paper addresses the provision of services in the home regardless of the source of payment. Also considered are components of the home care delivery system, roles and professional responsibilities of speech pathologists and audiologists in providing home care, and the impact of home care on the preparation of professional personnel. Terminology related to home delivery of services is included.

**Guidelines on Audiology Service Delivery in Nursing Homes**


Background and demographics of nursing homes and the related need for audiological services are provided. Resources for nursing home personnel to be educated on physical and psychosocial effects of hearing loss are presented and methods to determine the need for audiological screening/intervention are discussed. A framework for a hearing aid maintenance program including example forms is included.

**SCREENING**

**Guidelines for Audiologic Screening**


An overview of the principles of screening, development of a program, and the definitions of disorder, impairment, disability, and handicap is provided. Guidelines are then divided into two major sections, Screening Guidelines for Pediatrics and Screening Guidelines for Adults. The pediatric section is further divided into subsections based on the age of the subject. The adult section includes sections on screening for impairments and for disability. Recommendations are given on types of evaluations to use and normative data on those evaluations are provided. Sample forms that could be used for assessment and data collection are included.
Early Identification of Hearing Impairment in Infants and Young Children: NIH Consensus Statement 1993 and 1997 Supplement

Comprehensive overview is provided of issues related to neonatal hearing screening including the advantages of early identification and the consequences of late identification of hearing loss, appropriate time for screening, advantages and disadvantages of screening methods, preferred model for follow-up, and directions for future research.

II. Summary by Type of Document—
These are all ASHA documents except where otherwise noted

POSITION PAPERS
- Auditory Integration Training – EAA
- Auditory Integration Training – AAA
- Acoustics in Educational Settings
- Delivery of Speech-Language Pathology and Audiology Services in Home Care
- Hearing Loss: Terminology and Classification
- Roles of Audiologists and Speech Language Pathologists Working with Persons with Attention Deficit Hyperactivity Disorders
- The Use of FM Amplification Instruments for Infants and Preschool Children with Hearing Impairments

CONSENSUS PAPERS
- Early Identification of Hearing Impairment in Infants and Young Children – NIH
- Cochlear Implants in Adults and Children – NIH

PRACTICE GUIDELINES
- Audiology Services in the Schools
- Fitting and Monitoring FM Systems
- Guidelines for Audiologic Screening
- Guidelines for Hearing Aid Fitting for Adults
• Guidelines on Audiology Service Delivery in Nursing Homes

DEFINITIONS
• Definition of and Competencies for Aural Rehabilitation
• On the Definition of Hearing Handicap
• Severely Hearing Handicapped

TECHNICAL REPORTS
• Amplification as a Remediation Technique for Children with Normal Peripheral Hearing
• Auditory Integration Training
• Aural Rehabilitation: An Annotated Bibliography
• Central Auditory Processing: Current Status of Research and Implications for Clinical Practice
• Cochlear Implants

III. Summary by Chronological Order –
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1998
• Auditory Integration Therapy: EAA Position Statement
• Guidelines for Hearing Aid Fitting for Adults
• Hearing Loss: Terminology and Classification

1997
• Guidelines on Audiology Service Delivery in Nursing Homes
• Roles of Audiologists and Speech Language Pathologists Working with Persons with Attention Deficit Hyperactivity Disorders
• Early Identification of Hearing Impairment in Infants and Young Children: NIH Consensus Statement

1996
• Central Auditory Processing: Current Status of Research and Implications for Clinical Practice
• Guidelines for Audiologic Screening

1995
• Acoustics in Educational Settings
• Cochlear Implants in Adults and Children: NIH Consensus Statement

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• Auditory Integration Training
• Fitting and Monitoring FM Systems

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• Audiology Services in the Schools
• Auditory Integration Therapy: AAA Position Statement

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1986
• Cochlear Implants

1984
• Definition of and Competencies for Aural Rehabilitation

1981
• On the Definition of Hearing Handicap

1979
• Severely Hearing Handicapped