



Job Title: Audiologist

Exemption Status/Test: Exempt

Reports to: Coordinator of Special Education

Date Revised: December 1, 2015

Dept. /School: Special Education

Primary Purpose:

The Audiologist assesses students hearing and recommends therapeutic intervention that promotes benefit from the educational program. The Audiologist participates in the evaluation of students suspected of having an auditory impairment. The Audiologist also screens and tests students in the district who have failed hearing screenings. The Audiologist will make referrals to appropriate medical professionals (ENT) when a hearing loss has been confirmed.

Qualifications:

Education/Certification:

Master's Degree in Audiology
ASHA Certification of Clinical Competency
Texas Licensure as an Audiologist

Special Knowledge/Skills:

Working knowledge of federal laws, state guidelines and local district policies
Knowledge of diagnostic procedures
Thorough knowledge of auditory impairments
Excellent oral and written communication skills

Major Responsibilities and Duties:

Assessment

1. Perform comprehensive, educational and/or developmentally relevant hearing evaluations and make recommendations to enhance communication access and learning
2. Provide written and/or verbal interpretation of audio logical assessment results and auditory processing evaluation results (when necessary) to other school personnel, parents and students
3. Make appropriate medical, educational and community referrals
4. Make recommendations and ensure the proper functioning of hearing aids and other hearing assistive technologies used to access auditory information for students with hearing impairments
5. Assist in the provision of training and support individuals who conduct and implement hearing screening programs
6. Make appropriate referrals (i.e., medical or audio logical) for those students who failed the district wide hearing screening
7. Participate in multidisciplinary meetings to determine the instructional and/or hearing needs of all students
8. Assist campus assessment teams in determining eligibility for special education as auditory impaired
9. Complete part B of the auditory impaired disability evaluation
10. Participate in the ARD committee to assist with appropriate placement and development of the IEP for students according to district procedures
11. Adhere strictly to federal and state evaluation timelines for both initial evaluations and reevaluations and ARDs

12. Compile and maintain all physical and computerized reports, records and other documents required, including case records, test results, statistical data and test inventories
13. Comply with policies established by federal and state law, State Board of Education rule, and local board policy in the area of assessment

Instructional and Program Management

14. Conduct conferences with parents, students and teachers when needed
15. Keep accurate records of all contacts with parents and outside professionals
16. Maintain a file on each student
17. View self as a vital member of the instructional team, working together with both general and special education staff
18. Provide in-service to district personnel regarding hearing loss, hearing aids, cochlear implants, FM systems and auditory training

Communication/Collaborations

19. Consult with district personnel on appropriate instructional strategies, techniques and materials for students with hearing loss
20. Participate in monthly team meetings and other in-service related activities to explore ideas, view new materials/equipment and share and exchange information
21. Work collaboratively with general education and special education teachers to meet the needs and capabilities of each student assigned

Problem Solving and Decision Making Skills

22. Exhibit initiative in finding and meeting needs and developing new ideas
23. Exhibit good judgment in interactions with all students
24. Identify problems and suggest solutions in a positive manner

Program Expertise

25. Remain abreast of trends and developments in evaluation and treatment of hearing disorders
26. Abide by the Code of Ethics of ASHA
27. Take the initiative to develop professional skills appropriate to job assignment
28. Assume responsibilities for and maintain confidentiality relative to student record/data

Other Duties

29. Participate in team activities
30. Observe all district policies and procedures
31. Perform other duties and functions as required by the Director and/or Coordinator

Working Conditions

32. Traveling within the district if assigned to more than one school
33. Flexibility to respond to student needs
34. Skills to cope with a variety of work environments
35. Adaptability to change
36. Capacity for positive response to situational factors/problems
37. Initiative in developing solutions to needs/problems
38. Managing multiple projects and task simultaneously
39. Responding to high student demand and short timelines
40. Exhibiting exemplary interpersonal communication
41. Maintaining positive public relations

Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Standard office equipment including personal computer and peripherals;
extensive knowledge of audio logical equipment

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, twisting

Motion: Repetitive hand motions, frequent keyboarding and use of mouse

Lifting: Occasional light lifting and carrying (under 50 pounds)

Environment: Some districtwide travel

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsible and duties that may be assigned or skills that may be required.