

**HEARING CONSERVATION GUIDE**

An Outline of Roles

of

Nurses and Special Education  
Directors

STATE OF IOWA

Department of Public Instruction

Department of Health

*State Committee for  
Conservation of Hearing*

Revised 1960

This material is designed to serve as a guide to school administrators, special education personnel and nurses in their development and promotion of public school hearing conservation programs.

In delineating functions every effort was made to utilize the knowledge and skills of health and education disciplines to the best possible advantage. As a result, major responsibility in some phases of the program is carried by the special education personnel with the nurse in a supportive role while in others, the major responsibility belongs to the nurse with the special education personnel in a supportive capacity. There are areas with neither nurse nor director of special education. Some areas have a director but no nurse. Other areas have a nurse but no special education personnel. Such diverse local situations do not detract from the foregoing outline but they will necessitate its careful study because of a need for school administrators to delegate responsibility on the basis of existing personnel.

It is generally understood that the appointed director of special education will rarely have the time or training to involve himself directly in a number of the hearing conservation program activities. With this understanding the director will delegate certain appropriate functions to the local speech and hearing therapist. The team approach should be the core of all aspects of a program designed to help meet the health and educational needs of hearing handicapped children.



The intent of the guide is believed to be clear and applicable in all situations. This intent is that health personnel should have primary responsibility for activities related to a child's physical health, and special education personnel should have primary responsibility for activities related to modification of the handicapped child's educational program. Those functions, such as hearing testing, which may not appear to be closely related to either health or special education activities, should be assigned to personnel best qualified by training and experience to do the job. In the absence of one discipline, the other may be assigned some of its functions. But the need for employing additional personnel should be recognized and assignments of such a nature as those mentioned should be continued only so long as qualified personnel are unavailable.

Teamwork and close cooperation between all disciplines will be necessary for the successful use of this guide.

The State Department of Health and the State Department of Public Instruction acknowledge with deep appreciation the many helpful suggestions received from school administrators, health personnel and special education workers throughout the State. Continued growth and acceptance of a hearing conservation program in the community necessitates whole-hearted cooperation from all personnel concerned.