Counseling and Support for Students With Hearing Loss

INTRODUCTION

This course includes two recorded sessions from the online conference “Audiology 2016: Collaborative Strategies for Students With Hearing Loss.” These sessions focus on the transition from secondary school settings to post-secondary and vocational settings, counseling for self-advocacy, and social and emotional outcomes in children and teens with hearing loss. The conference included a total of 15 sessions, with the broad goal of providing practitioners practical, outcome-driven strategies, new information, and resources to help bridge the gap between children and teens with hearing loss, their families, and the educational and medical providers who support them.

LEARNING OUTCOMES

You will be able to:

- identify two resources for students with hearing loss anticipating transition from high school
- list potentially beneficial assistive technologies for the post-secondary classroom and workforce
- list tools that can be used to assess children’s social and emotional functioning
- describe strategies that can be used to help children and teens with hearing loss become self-advocates

CONTENTS

- Fostering Independence: The Transition to Post-Secondary and Vocational Settings, by Samuel R. Atcherson
- Counseling and Supporting Children and Teens With Hearing Loss, by Ivette Cejas

PROGRAM HISTORY AND IMPORTANT INFORMATION

Sessions from Audiology 2016: Collaborative Strategies for Students With Hearing Loss online conference

Online conference dates: October 5–17, 2016
Peer reviewed: June 26, 2017
End date: June 26, 2020

To earn continuing education credit, you must complete the learning assessment on or before June 26, 2020.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.
This course is offered for 0.3 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006