Helping Students With Hearing Loss Access Learning

INTRODUCTION

This course includes three recorded sessions from the online conference “Audiology 2016: Collaborative Strategies for Students With Hearing Loss.” These sessions focus on the significance of acoustic accessibility as well as challenges to and potential solutions for achieving it. Universal Design for Learning (UDL) is also discussed. 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:

- discuss barriers to acoustic accessibility
- identify curricular and noncurricular activities for which access may be a concern
- list the core principles of Universal Design for Learning (UDL)

CONTENTS

- Acoustic Accessibility in the Classroom and Beyond, by Joseph Smaldino
- Impact and Practical Strategies for Access, by Krista Yuskow
- Universal Design for Learning and Access to Education, by Sherri Vernelson and Andrea Hillock Dunn

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: August 3, 2017
End date: August 3, 2020

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the learning assessment on or before August 3, 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.
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This course is offered for 0.35 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