Interprofessional Collaboration to Support Children With Hearing Loss

INTRODUCTION

This course includes four recorded sessions from the online conference “Audiology 2016: Collaborative Strategies for Students With Hearing Loss.” These sessions focus on formats for interprofessional collaboration and tools to facilitate this partnership, the nature of central auditory processing disorders (CAPD), and fostering language and literacy development in children. 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:

- share online tools with classroom teachers regarding proper use and care of hearing technology
- implement CAPD intervention (management and remediation) for school that is effective and in line with the Common Core Standards in Speaking and Listening
- identify resources/tools to support literacy development for children of various ages
- compare and contrast a top-down and bottom-up perspective on the development of auditory skills in children who are deaf or hard of hearing

CONTENTS

- Interprofessional Collaboration to Support Students With Hearing Loss, by Linda Thibodeau
- Central Auditory Processing Disorders (CAPDs) Among School-Age Listeners, by Jeanane M. Ferre
- Language and Literacy Development for Children With Hearing Loss, by Anita Vereb
- “Out of the Box” Thinking for Auditory Skills Development, by Mary Ellen Nevins and Kimberlee A. Crass

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 22, 2017

End date: August 22, 2020
Supporting Children With Hearing Loss through Interprofessional Collaboration

To earn continuing education credit, you must complete the learning assessment on or before August 22, 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 0.5 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