Technology for Students With Hearing Loss

INTRODUCTION

This course includes three recorded sessions from the online conference “Audiology 2016: Collaborative Strategies for Students With Hearing Loss.” Two sessions focus on strategies and tools to promote positive outcomes for students with hearing aids and cochlear implants. One session discusses how to leverage touch technology as intervention and communication tools for students who are deaf or hard of hearing. 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 audiological and communication outcomes of children who are hard of hearing
- list accommodations that can be used in the classroom to maximize hearing
- list some of the features of mobile technology that can help clients with speech or hearing difficulties

CONTENTS

- Enhancing Cumulative Auditory Experience for Children Who Wear Hearing Aids, by Elizabeth Walker and Ryan McCreery
- Cochlear Implants in the Classroom, by Teresa A. Zwolan and Kelly Nichols Starr
- Smartphone and Tablet Apps for Students With Hearing Loss, by Tina Childress

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 12, 2017
End date: August 12, 2020

To earn continuing education credit, you must complete the learning assessment on or before August 12, 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.
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