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Aural Atresia: What Audiologists Need to Know About Bilateral Versus Unilateral Cases by Traci Flynn

Telepractice Training for Early Intervention with Children who are Deaf/Hard-of-Hearing by Kristina M. Blaiser and Diane Behl

Dynamic Assessment of Narrative Abilities of Children With Hearing Loss: Case Study of a Child With Moderate to Severe Hearing Loss by Areej N. Asad, Suzanne C. Purdy, and Linda Hand

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
INTRODUCTION

This part of Perspectives focuses on 3 topics: aural atresia, telepractice training for early interventionists working with children who are deaf and hard of hearing, and assessment of narrative abilities of children with hearing loss. The articles provide current practical information for clinicians who serve children who are deaf and hard of hearing, including audiologists, early interventionists, speech-language pathologists, and teachers.

LEARNING OUTCOMES

You will be able to:

- describe the current evidence regarding amplification options and auditory development of children with aural atresia
- identify three key elements of online telepractice training courses developed for early intervention with children who are Deaf/Hard-of-Hearing
- describe current research findings about narrative production of deaf and hard of hearing children and varying narrative approaches
- describe the purpose of dynamic assessment and how it can be used to assess the narrative production of deaf and hard of hearing children

PROGRAM HISTORY

Start date: November 25, 2016
Available through: November 8, 2019

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before November 5, 2019.

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 0.20 ASHA CEUs (Intermediate level, Related area).