Hearing and Hearing Disorders in Childhood

TABLE OF CONTENTS

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

ASHA Self-Study 2097 SIG 9

INTRODUCTION

In our work with young children who are deaf or hard of hearing, a special knowledge base and skill set is necessary in order to ensure best outcomes. Tests and procedures that we use in this work, from assessment of hearing thresholds to validation of amplified outcomes require an approach that addresses age specific needs and normative data.

The article by Marlene Bagatto describes a four-stage process to use when fitting infants with hearing aids: audiological assessment, selection of hearing instruments, verification and validation. She details how each aspect of the process is critical to ensure successful outcomes, providing a thoughtful rationale to foster the reader's understanding of the process. Clinicians are encouraged to consider that children are not just small adults. Information is provided that highlights the physical and psychoacoustic differences between these groups, how those differences affect outcomes, and why the differences must be accounted for in the fitting process.

In the article by Cordingley, Munoz and Houston, the authors present data showing the test-retest, intra-rater, and inter-rater reliability of the Auditory Perception Test for the Hearing Impaired-Revised (APT-HI/R) for children 3-10 years of age. There are few tests of auditory perception available for this age group, and while this test was developed to be used for 3 to 18 year olds, test re-retest data for 3-5 year olds was not previously available. The authors demonstrate that the APT-HI/R has high reliability and thus can be meaningfully included in audiological assessment for children in this younger age group.

LEARNING OUTCOMES

After completing this program, you will be able to:

- identify optimal strategies for fitting hearing aids to infants
- describe elements within the hearing aid fitting process which could impact an infant's progress
- provide a rationale for using a test of auditory perception for children who are deaf or hard of hearing
- detail how the APT-HI/R is administered

PROGRAM HISTORY

Original start date: December 9, 2013
Available through: November 20, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before **November 20, 2016.**

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 .1 ASHA CEUs (Intermediate level, Professional area).

ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

DISCLOSURES

Quality In, Quality Out: Supporting Good Outcomes for Children Who Wear Hearing Aids
by Marlene P. Bagatto

***Financial**:*
Marlene Bagatto is a member of the research team in the Child Amplification Laboratory at the University of Western Ontario. The author participated in the development and evaluation of the UWO PedAMP, which is freely available. The DSL Method, Ling 6 and UWO Plurals test are licensed through the Child Amplification Laboratory with all revenue redirected to the nonprofit research program to support future work.

***Nonfinancial**:*
Marlene Bagatto has previously published in this subject area, some of these works are referenced in this paper.

The Auditory Perception Test for the Hearing Impaired-Revised: Test-Retest Reliability, Intra-rater Reliability, and Inter-rater Reliability
by Sarah A. Cordingley, Karen F. Muñoz, and K. Todd Huston

Financial:
Sarah Cordingley and Karen Muñoz have no financial interests to disclose. K. Todd Houston is an associate professor of Speech-Language Pathology and Audiology at the University of Akron.

Nonfinancial:
Sarah Cordingley has no nonfinancial interests to disclose. Karen Muñoz has previously published in this subject area, some of these works are referenced in this paper. K. Todd Houston has previously published in this subject area, some of these works are referenced in this paper. K. Todd Houston is the editor for Perspectives on Hearing and Hearing Disorders in Childhood.