

## 2024 EHDI Approved Sessions for AG Bell Academy/LSL

DATE	TIME	PRESENTATION TITLE
Sunday, Mar 17	8:30 AM - 1:30 PM	IDEA and Advocacy for Parents and Professionals - Learning Enough to Make a Difference
Sunday, Mar 17	9:00 AM - 11:00 AM	Untangling the Complexity of Pediatric Audiology
Monday, Mar 18	10:05 AM - 11:00 AM	Considerations for Collecting and Documenting Language Outcomes from 1 to 36 months of Age for Infants Identified as Deaf or Hard of Hearing
Monday, Mar 18	10:35 AM - 11:00 AM	A Test of Auditory Skills and Abilities: A Criterion-Based Tests for Toddlers and Beyond
Monday, Mar 18	11:25 AM - 11:50 AM	“When you get the cochlear implant...” A Case Study
Monday, Mar 18	11:25 AM - 11:50 AM	Linking Listening, Language, Literacy for Life!
Monday, Mar 18	11:25 AM - 11:50 AM	The Guiding Values of Family-Centered Early Intervention Deaf/Hard of Hearing (FCEI-DHH) and its 10 Principles
Monday, Mar 18	11:25 AM - 11:50 AM	Language Assessments for Deaf, Hard of Hearing and DeafBlind Children Birth to 3 Years of Age
Monday, Mar 18	1:55 PM - 2:20 PM	Developing Vocabulary in Very Young Children
Monday, Mar 18	1:55 PM - 2:20 PM	Hands & Voices Family Support Activities Guide; Aligning with the CYSHCN Blueprint for Change
Monday, Mar 18	2:25 PM - 2:50 PM	Addressing Child Language Outcomes: Building and Maintaining a Statewide Initiative
Monday, Mar 18	2:25 PM - 2:50 PM	Language Nutrition: The Key Role of Families in Fostering Language and Literacy
Monday, Mar 18	2:25 PM - 2:50 PM	Using Materials in the Home for EI Sessions: The How and the Why
Monday, Mar 18	3:10 PM - 3:35 PM	Eyes Open, Ears On: Strategies to Improve Wear Time in Young Children with Hearing Technology
Monday, Mar 18	3:10 PM - 3:35 PM	The Community Code of Kindness
Tuesday, Mar 19	9:40 AM - 10:05 AM	Audiology Barriers to Cochlear Implantation for Children with Hearing Loss
Tuesday, Mar 19	10:10 AM - 10:35 AM	Association of early intervention on 3rd grade reading levels for children who are deaf/hard of hearing (DHH)
Tuesday, Mar 19	10:10 AM - 10:35 AM	Early Implantation for Children with Complex Medical Needs: A Multidisciplinary Approach

Tuesday, Mar 19	11:00 AM - 11:25 AM	A Test of Auditory Skills and Abilities: A Criterion-Based Tests for Toddlers and Beyond
Tuesday, Mar 19	11:00 AM - 11:25 AM	Children with Microtia/Atresia-An Introduction to
Tuesday, Mar 19	11:00 AM - 11:25 AM	Language Growth Over Time in Young Children with Bilateral and Unilateral Hearing Differences
Tuesday, Mar 19	11:00 AM - 11:55 AM	Language Growth Over Time in Young Children with Bilateral and Unilateral Hearing Differences
Tuesday, Mar 19	11:30 AM - 11:55 AM	Building Strengths Within Culturally Diverse Families
Tuesday, Mar 19	11:30 AM - 11:55 AM	Eyes Open, Ears On: Strategies to Improve Wear Time in Young Children with Hearing Technology
Tuesday, Mar 19	11:30 AM - 11:55 AM	From Research to Practice: Using Current Research to Guide Supports for Children with Microtia/Atresia
Tuesday, Mar 19	11:30 AM - 11:55 AM	Language Growth Over Time in Young Children with Bilateral and Unilateral Hearing Differences
Tuesday, Mar 19	1:45 PM - 2:10 PM	Importance of Early Intervention in Cases of Unilateral Hearing Loss
Tuesday, Mar 19	1:45 PM - 2:40 PM	Early Auditory Deprivation: Auditory Neuroscience and Listening and Spoken Language Outcomes
Tuesday, Mar 19	3:00 PM - 3:25 PM	A Picture is Worth a Thousand Words:Building Language Through Experiences
Tuesday, Mar 19	3:00 PM - 3:25 PM	Beneath the Surface: Listening Fatigue in Young Children
Tuesday, Mar 19	3:00 PM - 3:25 PM	Working with Very Young Children with Comorbidities
Tuesday, Mar 19	3:00 PM - 3:55 PM	Using LENA as a Tool to Support Language Outcomes in Early Intervention
Tuesday, Mar 19	3:30 PM - 3:55 PM	A Routine-based Approach to Remote Microphone Technology in the Home
Tuesday, Mar 19	3:30 PM - 3:55 PM	Increasing awareness in order to increase a child's success in accessing and developing language.
Tuesday, Mar 19	3:30 PM - 3:55 PM	The Language of Self Advocacy: Success from Early Intervention and Beyond

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<b>LEAD PRESENTER INFORMATION</b>	
Andrea Marwah	Hands & Voices speaker bureau, national ASTra trainer, advocate, trainer, IEP consultant
Gabriel Bargen	PhD, CCC-A/SLP
Allison Sedey	Ph.D., CCC-SLP, CCC-A
Donald Goldberg	Ph.D., CCC-SLP/A, LSLS Cert. AVT
Cole Renn	EdD, CED, LSLS Cert. AVEd
Uma Soman	PhD, LSLS Cert AVEd
Amy Szarkowski	PhD in Clinical Psychology; MS in Developmental Psychology; MA in Administration & Supervision; MS in Clinical Psychology
Linda Hazard	Ed.D, CCC-A
Betsy Moog Brooks	AVEd, Deaf and Hearing Impaired K-12, Behavioral Disorder K-12, Learning Disabled K-12, Early Childhood Education B-3, Council
Lisa Kovacs	Parent
Arlene Stredler-Brown	Ph.D.
Donna Sorkin	MA
Betsy Moog Brooks	AVEd, Deaf and Hearing Impaired K-12, Behavioral Disorder K-12, Learning Disabled K-12, Early Childhood Education B-3, Council
Darcy Stowe	M.S., CCC-SLP, LSLS Cert AVT
Janet DesGeorges	n/a
Jace Wolfe	Ph.D.
Jareen Meinzen-Derr	PhD, MPH
Laura Greaver	

Donald Goldberg	Ph.D., CCC-SLP/A, LSLS Cert. AVT
Meredith Berger	MS Director of Clarke's New York Campus
Allison Sedey	Ph.D., CCC-SLP, CCC-A
Allison Sedey	Ph.D., CCC-SLP, CCC-A
Barbara Meyers	MA Ed, CED
Darcy Stowe	M.S., CCC-SLP, LSLS Cert AVT
Meredith Berger	MS Director of Clarke's New York Campus
Allison Sedey	Ph.D., CCC-SLP, CCC-A
Samantha Espinal	AuD
Jace Wolfe	Ph.D.
Barbara Meyers	MA Ed, CED
Allison Cunningham	AuD, CCC-A
Betsy Moog Brooks	AVEd, Deaf and Hearing Impaired K-12, Behavioral Disorder K-12, Learning Disabled K-12, Early Childhood Education B-3, Council
Lauren Pontis	
Sarah Mullervy	AuD, CCC-A
Joanna Stith	PhD., CCC-SLP, LSLS Cert. AVT
Alexandria Mestres	MA Ed
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<b>BIOGRAPHY</b>
Central College. Since her daughter was diagnosed with hearing loss in 2002, she has taken a special interest in educating parents
State University Health Science Center in Meridian, Idaho and an Associate Professor of Audiology in the Department of
at the University of Colorado-Boulder and is the assessment and accountability coordinator for the Early Intervention Outreach Program at the Colorado School for the Deaf and the Blind. Dr.
Professor in the Department of Communication Sciences and Disorders at the College of Wooster (Ohio) and a member of the
Family Center at Central Institute for the Deaf (CID) in St. Louis, MO. She has 8 years of experience in deaf education and has
and a Listening and Spoken Language Specialist, Auditory-Verbal Educator (LSLS Cert. AVEEd). Over the last twenty years, Dr. Soman
Children's Center for Communication/ Beverly School for the Deaf (CCCBSD), and faculty for LEND (Leadership Education in
Hearing Detection and Intervention Program and the Deaf and Hard of Hearing and Deaf Blind Educational Services Program. She
for Deaf Education. She received her Master degree in Speech and Hearing from Washington University and is certified in Deaf
Headquarters and the Director of the Family Leadership in Language and Learning (FL3) Center. She and her husband Brian
technical assistance to programs working with children who are deaf or hard of hearing in the United States and internationally.
Implant Alliance, an organization whose mission is to advance access to the gift of hearing provided by cochlear implantation
for Deaf Education. She received her Master degree in Speech and Hearing from Washington University and is certified in Deaf
Listening and Spoken Language Specialist (Cert AVT) at Hearts for Hearing in Oklahoma City, Oklahoma with 20 years of experience
Director of Hands & Voices Headquarters and the P.I. for the FL3 Center. Janet has presented to groups worldwide about the
Oberkotter Foundation. He is author of the textbook entitled "Cochlear Implants: Audiologic Management and Considerations
Children's Hospital Medical Center. She has focused her research on outcomes of children who are deaf or hard of hearing, and
Colorado. Laura is currently a member of the Cochlear Implant team and provides services in Colorado Springs. She previously

Professor in the Department of Communication Sciences and Disorders at the College of Wooster (Ohio) and a member of the
Hearing & Speech/New York, an Early Intervention and Preschool listening spoken language program, in 2008. Prior to that, she was
at the University of Colorado-Boulder and is the assessment and accountability coordinator for the Early Intervention Outreach
at the University of Colorado-Boulder and is the assessment and accountability coordinator for the Early Intervention Outreach
Joseph Institute for the Deaf. Barb sees families in their homes in the state of Missouri, as well as, coaches caregivers,
Listening and Spoken Language Specialist (Cert AVT) at Hearts for Hearing in Oklahoma City, Oklahoma with 20 years of experience
Hearing & Speech/New York, an Early Intervention and Preschool listening spoken language program, in 2008. Prior to that, she was
at the University of Colorado-Boulder and is the assessment and accountability coordinator for the Early Intervention Outreach
Miami Ear Institute's Children's Hearing Program. She earned her clinical doctorate in audiology from Gallaudet University and
Oberkotter Foundation. He is author of the textbook entitled "Cochlear Implants: Audiologic Management and Considerations
Joseph Institute for the Deaf. Barb sees families in their homes in the state of Missouri, as well as, coaches caregivers,
Shaped by her own experiences growing up hard of hearing, Allison has a special interest in self advocacy and resiliency of
for Deaf Education. She received her Master degree in Speech and Hearing from Washington University and is certified in Deaf
department of Speech, Language, and Hearing Sciences at the University of Colorado Boulder. She is an audiologist with
the Deaf and the Blind as a Hearing Resource Coordinator for Mesa and Garfield county. She grew up in a large family, and her
and their families for over 25 years. She currently lives in Erie, Colorado and has a private practice, Listening for Life, where she
received a degree in Education of the Hearing Impaired and Elementary Education. She holds a Master's Degree in Applied

Learn to be a successful advocate within the school district.
Learner will be able to select appropriate assessment measures for patients with complex histories and/or needs.
List important considerations when selecting assessments to document and monitor child language skills at the program and/or statewide level
Participants will be able to identify how the Test of Auditory Functioning can determine a child's level of auditory functioning.
Reflect on a family's recent experience with the cochlear implant candidacy process
Identify components necessary for skilled reading and examine the impact of hearing loss
Summarize, on own words/signs, the 5 Guiding Values that inform FCEI-DHH
Learners will be able to identify appropriate assessments for children birth to 3 years of age who are DHHDB.
vocabulary words appropriate for teaching to very young children who are deaf or hard of hearing, using either spoken language or
activities supporting the Children and Youth with Special Healthcare Needs (CYSHCN) Blueprint for Change goals and how
assessments can be used to impact a child's early intervention plan
advancing language and learning in children who are deaf or hard of hearing.
based activities that can be used to engage infants and toddlers in meaningful activities for developing vocabulary and language,
Participants will identify the five components of Eyes Open, Ears On.
joint statement that was created and adopted to guide collaborative interactions.
Describe a summary of the audiology and other miscellaneous barriers that impede children's access to cochlear implantation.
Recognize the impact of meeting 1-3-6 on longer-term reading outcomes for children who are DHH
consider early cochlear implantation for a child with complex medical needs

Participants will be able to identify how the Test of Auditory Functioning can determine a child's level of auditory functioning.
with microtia/atresia and the effect of those experiences in meeting their child's needs.
acquisition trajectories of children with bilateral and unilateral hearing differences
acquisition trajectories of children with bilateral and unilateral hearing differences
Participants will identify and promote strengths within culturally diverse families.
Participants will identify the five components of Eyes Open, Ears On.
Discuss important findings from recent research related to young children with microtia/atresia.
acquisition trajectories of children with bilateral and unilateral hearing differences
Define different types of unilateral hearing loss in children
indicate the potential effects of hearing loss and auditory deprivation on brain development during the early years of life.
cognition, language skills, and hearing loss impact a child's vocabulary development and literacy abilities.
Participants will be able to describe listening fatigue and its effects on young DHH children.
of activities for engaging very young children who are deaf or hard of hearing and who present with secondary complicating factors.
data informed goals or strategies to use with a child on their caseload.
Families and providers will learn what remote microphone technology is and define signal to noise ratio.
1. Participants will be able to state 3 child behaviors associated with tactile, vestibular and proprioceptive sensory systems.
Attendees will define self-advocacy skills in early childhood.



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### LEARNING OBJECTIVES

Learn to better manage relationships that involve the education of a child with hearing loss
recommendations based on the pediatric patient and their families desired outcomes.
Suggest specific fields to include in a developmental outcomes database
Participants will view and then be able to identify the content and scoring of the 19 subtests of the TAF
Identify assumptions that can arise for caregivers as they go through the cochlear implant candidacy process
Describe how language and literacy skills are interconnected and dependent on each other
Describe at least two of the four Support Principles
Learners will understand the importance of the family and family leaders in the assessment process.
strategies for encouraging parents of children who are deaf or hard of hearing to include vocabulary development in their daily
Activities Guide provides resources and activities that foster family engagement in language and literacy skills for their children
Explain how consistent and objective measures of language outcomes can positively impact a state's EHHI system
care-givers to advance their children's educational attainment and lifetime success.
how to use routine-based activities for encouraging parents to provide vocabulary and language stimulation, whether using
Participants will name three strategies they can implement into their clinic as soon as possible.
Discuss application of the commitments and agreements that can be utilized in EHHI stakeholder circles.
pediatric hearing healthcare providers to overcome common audiology barriers to cochlear implantation for children with
Identify factors associated with sustaining impact of early intervention for children who are DHH
Participants will be able to identify at least one contributing factor to the difference in CI evaluation time

Participants will view and then be able to identify the content and scoring of the 19 subtests of the TAF
Participants will analyze research on supports and psychosocial needs of children with microtia/atresia and their families.
children who are deaf or hard of hearing with versus without disabilities
children who are deaf or hard of hearing with versus without disabilities
Participants will determine a variety of strategies to build trust and relationships within diverse communities.
Participants will name three strategies they can implement into their clinic as soon as possible.
Make a plan for applying findings from recent research to guidance and support of families of children with microtia/atresia
children who are deaf or hard of hearing with versus without disabilities
Identify possible adverse effects of unilateral hearing loss in children
Describe the relationship between auditory neuroscience and listening and spoken language outcomes.
stories, behavior books, vocabulary books, and the use of a daily journal to influence the development of children's vocabulary and
Participants will be able to state strategies for supporting young children in the area of listening fatigue.
strategies for supporting parents when interacting with their very young children who are deaf or hard of hearing and who present
Participants will describe three ways the LENA is valuable to early intervention sessions.
microphone system and strategies for promoting auditory and language development.
2. Participants will identify 3 strategies for each of the above sensory system that can be utilized throughout the day.
Attendees will identify the language needed for young children to effectively communicate their needs.

Learn the basics of IDEA (Individuals with Disabilities Education Act) and how it supports a child with hearing loss.
Learner will be able to explain the value of objective and subjective measures in working with pediatric patients.
Identify benefits and barriers to program and/or state-wide implementation of a common assessment instrument
the TAF can be used for a range for clinicians working with toddlers and above who are deaf or hard of hearing.
Determine actionable steps providers can take to better support families throughout the cochlear implant candidacy process
Identify three opportunities to strengthen foundations for literacy through early intervention
Principles to support FCEI-DHH implementation from the relevant column (EI Provider, Family, Program)
Learners will understand how to use assessment data in informing the IFSP plan
rationale for providing instruction related to the acquisition of single-word vocabulary for very young children who are deaf or
Participants will recognize ways in which they can use this guide to support the diverse needs of the families in their state/territory.
Recount a possible process and structure for including outcome measures in an EHDI data system
socioeconomic status and for whom the home language is not English.
rationale for, and importance of, supporting parents when they are engaging their children in activities to encourage vocabulary and
Participants will name two ways that social-emotional needs of the family tie into wear time.
Empower participants to adopt and utilize the commitments and agreements for partnerships they may be involved in.
Describe three ongoing projects designed to improve access to cochlear implantation for children with hearing loss.
understanding of longer-term outcomes for children who are DHH served in early intervention
cochlear implant team that evaluate all patients progressing through the candidacy process.

the TAF can be used for a range for clinicians working with toddlers and above who are deaf or hard of hearing.
children with microtia atresia that align with the goals of JCIH and EHDI.
accelerated growth curves for children with BHD and those with UHD.
accelerated growth curves for children with BHD and those with UHD.
when adapting early intervention services to culturally diverse families.
Participants will name two ways that social-emotional needs of the family tie into wear time.
linguistic, and academic outcomes for children with microtia/atresia to consider research influenced best practices.
accelerated growth curves for children with BHD and those with UHD.
Compare early intervention and management options for unilateral hearing loss
Describe the relationship between auditory neuroscience and cognition.
Participants will examine a variety of materials and brainstorm how they could adapt these resources.
Participants will understand the connection between listening fatigue and trauma and co-regulation
implement lesson plans for working with children who are deaf or hard of hearing and who present with secondary complicating
Participants will be able to interpret the results of a LENA report.
Families and providers will learn how to pair, verify streaming, and troubleshooting steps with the remote microphone technology.
3. Participants will create a plan to put into practice 3 activities that feed the sensory system and help regulate behaviors.
advocacy through motivating language opportunities in early childhood.

**PRESENTATION SUMMARY**

What makes a parent a successful advocate for their child who is deaf/HOH? What helps a provider successfully advocate for their

Pediatric Audiology is the practice of testing pediatric patients to determine their current auditory function in order to provide

For infants born deaf or hard or hearing (D/HH) and identified by Early Hearing Detection and Intervention (EHDI) programs, an important indicator of developmental function is the later use of

Following years of analysis and planning and field testing on four continents, the Test of Auditory Functioning (TAF) has been

When a family is offered the choice for their child to receive a cochlear implant and begin the cochlear implant process, they are

For most families who have a child who is deaf or hard of hearing (DHH), acquiring age- and grade-appropriate literacy skills is a

This presentation will introduce the newly published Guiding Values and 10 FCEI-DHH Principles. Participants will learn from a

The Vermont Early Hearing Detection and Intervention (VTEHDI) Program under the Vermont Department of Health (VDH) partners

A child's single-word vocabulary impacts that child's ability to express his wants and needs, whether using spoken language or

This presentation highlights the significance, advantages and enhancements to the Hands & Voices Family Support Activities

Over 35 years ago, at the request of our state legislature, Colorado set out to measure child language outcomes of children who were

The critical impact of the early language environment on typically hearing children has been explored in a number of studies. Dana

This presentation will be based on the concept that teachers and therapists should engage families in activities that are developed

Research has shown that hearing technology wear time (i.e., average hours a day that a child uses her/his cochlear implants,

In 2022, seven national organizations gathered together in what was known as the 2022 FL3 Partnership Summit, to develop and

Research suggests that only about 50 percent of children who could potentially benefit from a cochlear implant actually receive

DHH children served in Part C Early Intervention (EI) have better language, better emergent literacy, and more likely to be

Earlier cochlear implantation in children with severe to profound hearing loss leads to better spoken language outcomes

Following years of analysis and planning and field testing on four continents, the Test of Auditory Functioning (TAF) has been
Parents of children with microtia/atresia often report poor experiences with the EHDI process, characterized by conflicting
On average, children who are hearing produce 30 to 40 new words each month between 18 and 30 months of age. One of the primary
On average, children who are hearing produce 30 to 40 new words each month between 18 and 30 months of age. One of the primary
As Early Intervention providers we understand that both research and best practice have identified that family engagement is key to
Research has shown that hearing technology wear time (i.e., average hours a day that a child uses her/his cochlear implants,
Children with conductive hearing loss secondary to aural atresia (microtia atresia) represent a small number of the children
On average, children who are hearing produce 30 to 40 new words each month between 18 and 30 months of age. One of the primary
Unilateral hearing loss (UHL) can present itself in many different ways. This hearing loss can differ in type, severity, etiology, onset,
Over the past two decades, a number of neuroscience research studies have illustrated the potential effects of auditory
Literacy is a crucial component of life in our society, and the journey to becoming fluent readers begins way before
In addition to supporting language in children who are deaf and hard of hearing, providers in the EHDI system recognize the
Engaging young children who are deaf or hard of hearing is challenging and teaching young children who are deaf or hard of
The LENA (Language ENvironment Analysis) device, sometimes referred to as a “talk pedometer,” collects information about the
It is well known that contributing factors such as noise and listening at a distance may present challenging listening
We all process a multitude of sensory information throughout our day and at times we all seek or avoid sensory input. Having a
How early does the language of self-advocacy start? Language is defined as a system to communicate and self-advocacy is defined