

From Data to Delivery: Implementing Research-Based Intervention

A Special (Re)Habilitation Connect Forum

Maya Angelou once said, “Do the best you can until you know better. Then when you know better, do better.” As the ACI Alliance has grown in number and in reach, the awareness of the need to engage and support therapy practitioners and educators in a better way also has grown. This knowledge, in addition to the overwhelming positive response regarding the (re)habilitation sessions and opportunities at CI2019 in Miami, has led to a new offering for CI2020 specifically for therapy practitioners and educators or anyone interested in therapy and education.

In addition to (re)habilitation presentations throughout the regular scientific program, the ACI Alliance is proud to announce an afternoon forum on Friday, March 20 entitled: From Data to Delivery: Implementing Research-Based Intervention. During this (re)habilitation-focused afternoon, attendees will have the opportunity to participate in sessions designed to provide clinically-applicable, research-based information on three timely topics.

If as a therapy practitioner or educator you have wished for more in-depth information and more immediately applicable take-aways from the presentations you have attended at ACI Alliance meetings, this forum is for you. Please join us as we all strive to make our best better.



Friday, March 20, 2020
12:30 - 5:00 PM

Hyatt Regency Orlando
During CI2020 International Conference in Orlando, FL

**Continue the Conversation after the Forum at a
Reception hosted by Hearing First**

SEGMENT ONE:

The Complexities of Family-Centered Intervention: The Essential Need for Trauma-Informed Practice

Presenters

Tamara H. Elder M.S., CCC-SLP, LSLs Cert. AVT
Director of Pediatric Care, Hearts for Hearing

Darcy L. Stowe M.S., CCC-SLP, LSLs Cert. AVT
Director of Listening & Spoken Language, Hearts for Hearing

Contributor

Erin Roberts M.S.W., LCSW, IMH-E® (III)
Licensed Clinical Social Worker, Consultant at Hearts for Hearing

A few years ago, the team of pediatric audiologists and Listening & Spoken Language Specialists at Hearts for Hearing embarked on a journey of discovery in an attempt to understand the lack of progress in listening and spoken language demonstrated by some children with hearing loss. This despite what seemed like an ideal situation: most were identified through newborn hearing screening, fit with appropriate amplification early, and enrolled in timely intervention. After reviewing research and establishing relationships with Licensed Clinical Social Workers, who also were endorsed as Infant Mental Health Specialists, Hearts for Hearing initiated a pilot program to become more trauma-informed in order to better meet the critical needs of children and families who are at risk through evidence-based practice. This process revealed that it is crucial for service providers to be trained in additional areas including infant mental health, Adverse Childhood Experiences (ACEs) and resiliency in order to maximize the listening and spoken language outcomes of children with hearing loss. Establishing a trauma-informed practice has helped providers at Hearts for Hearing to better understand a child's behavior and the dynamics of the parent-child relationship. It has also led to joining in a common framework and common language in conversations regarding the needs of children and families who are at risk. Relevant research and clinical implications will be discussed, and practical application in trauma-informed practice will be provided based on current evidence for improving family-centered intervention.



SEGMENT TWO:

Maximizing Reading Potential: The Roles of Segmental and Suprasegmental Speech Perception for Successful Literacy Outcomes for Children Who Have Cochlear Implants

Presenters

Lisa S. Davidson Ph.D.

Associate Professor of Otolaryngology, Program in Audiology and Communication Sciences
Washington University School of Medicine in St. Louis and
Director of Audiology Outcomes, Pediatric Audiology Program,
Central Institute for the Deaf

Heather Grantham Ph.D.

Associate Professor of Otolaryngology and Director of Deaf Education Studies
Program in Audiology and Communication Sciences
Washington University School of Medicine in St. Louis

Children who have cochlear implants can develop literacy skills on par with their hearing age-mates. Most reading and spelling research on this population has focused on the importance of segmental speech perception (phonemes, words, sentences) and the resulting phonemic awareness skills that lead to successful literacy outcomes. However, there is evidence from the literature on typically developing children that suprasegmental speech perception (intonation, stress, rhythm) has a separate and equally important role to play in reading outcomes as segmental speech perception. There is little information in the existing literature about how suprasegmental speech perception affects reading outcomes for children who have cochlear implants. Such research could have implications for audiological and educational management, especially during the earliest years of intervention. New data on the unique roles of both segmental and suprasegmental speech perception in reading outcomes for children who have cochlear implants will be presented. Clinical implications will be discussed for educators, early interventionists, therapists, and audiologists. Strategies and suggestions for intervention will be provided based upon current evidence for maximizing reading potential in children who have cochlear implants.



CONTINUE THE CONVERSATION: Following the conclusion of the (Re)habilitation Connect Forum at 5:00 pm, we would like to invite all Forum attendees to Continue the Conversation at a Reception hosted by Hearing First. Hearing First is a multimedia connection point for families and professionals seeking to improve outcomes for children who are deaf or hard of hearing through listening and spoken language. Find information, resources and community by visiting hearingfirst.org.

Visit <http://ci2020orlando.org> to Register for CI2020 and the (Re)habilitation Connect Forum.

SEGMENT THREE:

The Challenge of Transitioning to Life Beyond High School for Students who use Cochlear Implants

Presenters

Terry Zwolan PhD, CCC-A

Professor of Otolaryngology, Director of the Cochlear Implant Program, University of Michigan

Jennifer Still M.H.S., CCC-SLP, LSLS Cert. AVT

Speech-Language Pathologist, Cochlear Implant Program, University of Michigan

Contributor

Abaries Farhad M.S., CCC-SLP

Speech-Language Pathologist, Cochlear Implant Program, University of Michigan

When a child receives a cochlear implant (CI), emphasis initially is placed on the immediate ramifications for listening, language, and academics. However, long-term planning for the student's academic career beyond high school is just as critical, as teen CI recipients and their families can attest. Many college instructors and employers have never worked with individuals who use cochlear implants and are unfamiliar with the potential that students with cochlear implants have for successful learning or employment. Importantly patients, parents, instructors, and employers may not be aware of the technologies and devices that are available to help recipients be successful in the classroom or work setting. This presentation will provide the results of a survey that queried students and parents regarding educational placement, use of accommodations during and after high school, and barriers related to their hearing loss that impacted their ability to fully meet their educational or work-life goals. Workshop and webinar activities performed in our clinic to provide information to students and their families about this important transition period, with the intention of facilitating success, will be shared. Data and resources that can be used by professionals or parents to assist students through this transition period will be provided.

Forum Coordinating Committee

Amy Lynn Birath, AuD, CCC-A/SLP, LSLS Cert. AVEEd

Pediatric Audiologist/Speech-Language Pathologist
Coordinator of Speech-Language Pathology
The Moog Center for Deaf Education

Hannah Eskridge MSP, CCC-SLP, LSLS Cert. AVT

Associate Professor
Director, Children's Cochlear Implant Center at UNC

Amy McConkey Robbins, MS, CCC-SLP, LSLS Cert. AVT

Speech-Language Pathologist