
Improving Outcomes for Children Who Are Deaf or Hard of Hearing

SIG 9

INTRODUCTION

This SIG 9 activity includes four articles exploring key issues in hearing, language, and well-being for children who are deaf and hard of hearing (DHH). The first article examines auditory brainstem responses to click and 8-kHz tone burst stimuli in infants and adults to better understand auditory system development. Next, the second article explores evidence-based practices for evaluating preschoolers who are DHH using listening and spoken language as they transition from early intervention to preschool special education services, highlighting the need for more ecologically valid assessment approaches. Then, the third article investigates parent and child perspectives on decision-making and experiences with bone-conduction hearing devices for children with unilateral microtia-atresia, considering both audiological and psychosocial factors. The final article examines whether a single yoga session can influence fatigue and reading performance in school-aged children who are DHH.

LEARNING OUTCOMES

You will be able to:

- create an appropriate protocol to record auditory brainstem responses at high-frequency with a clinical instrument
- apply an evidence-based assessment framework using a feasible, sensitive evaluation checklist for making eligibility determinations for preschoolers who are deaf and hard of hearing using listening and spoken language
- describe some best practice approaches for supporting children with unilateral deafness educationally
- describe the possible cascading effects of decreased fatigue on academic achievement in children who are deaf and hard of hearing

Assessment Type

Self-assessment—Think about what you learned and report on the Completion Form how you will use your new knowledge.

CONTENTS

Auditory Brainstem Responses at 8 kHz: Data From Normal-Hearing Infants and Adults by Jennifer Candace-Ann Chapman, Sangamanatha Ankmnal-Veeranna, and Charles Gordon Marx

Evidence-Based Practices for Evaluating Preschoolers Who Are Deaf/Hard of Hearing Using Listening and Spoken Language for Special Education Eligibility by Kameron C. Carden, Kristina M. Blaiser, Betsy Moog Brooks, and R. A. McWilliam

Parent and Child Experiences of Bone-Conduction Hearing Devices for Unilateral Microtia–Atresia: Decisions and Outcomes by Lindsey Edwards, Laura Middleton-Curran, Gillian Wright, Natasha Rooney, Anita Wong, Rebecca Hill, Neil Bulstrode, and Robert Nash

Yoga as a Fatigue Intervention for Children Who Are Deaf and Hard of Hearing by Krystal L. Werfel, Jessica Mattingly, and Emily Lund

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: November 3, 2025

End date: November 3, 2030

To earn continuing education credit, you must complete the learning assessment on or before **November 3, 2030**.



This course is offered for 0.45 ASHA CEUs (Intermediate level, Professional area).