

**NJSHA 2009 Annual Convention
April 30 – May 2, 2009
Atlantic City Convention Center
Atlantic City, NJ**

Thursday, April 30, 2009

PROGRAM 05 9:30AM – 4:30PM

“Train the Brain - Improving the Brain’s Internal Clock” – therapeutic interventions targeting various learning disabilities and the science behind them.

Dr. Lorraine Sgarlato Inducci, Au.D.

This program provides an opportunity for the speech pathologist and audiologist to learn more about the brain’s internal mental clock. Our brains are continuously analyzing information coming in from our environment. This information needs to be processed in a timely and efficient manner. If this internal clock is compromised in any way, either by a congenital/genetic disorder, trauma, or disease, skills impacted may occur across many different domains. You will learn the science behind neuroplasticity, studies involving remapping the brain to help improve working memory, auditory processing, attention, and overall brain function.

Intermediate, .5 CEUS, IHHIS, AAA

Lorraine Sgarlato Inducci, CCC-A, Au.D., received her doctorate degree in Audiology from the Salus University (formerly Pennsylvania College of Optometry's School of Audiology). She has been an audiologist for 28 years. She obtained her Certificate of Clinical Competence issued by American Speech Hearing Language Association in 1984. Dr. Inducci is considered an expert in the field of auditory processing disorder and remediation therapies for children with various learning disabilities and lectures across the country on these topics. Dr. Inducci is on staff at Robert Wood Johnson Hospital in Hamilton New Jersey. She has had a private practice in Yardley Pennsylvania since 1996. Dr. Inducci employs various specialists to help treat children with A.P.D., A.D.H.D., P.D.D., Dyslexia, and other learning disabilities.

PROGRAM 08 9:30AM – 11:30AM

Cochlear Implants, Communication Intervention, and Deaf Culture: A Cochlear Implant User's Perspective

Michael Stinson Ph.D.

In this session a cochlear implant user shares personal perspectives on the challenges he has faced in moving between the Deaf and greater hearing communities as he recounts his transition from hearing aid user with progressive hearing loss (from age 5 to 56) to cochlear implant user (for the past 6 years). In

sharing his story, he includes suggestions for SLPs who work with students with hearing loss based on research he has conducted for over thirty years
Intermediate, .2 CEUS IHHIS, AAA

Michael Stinson is Professor, Department of Research and Teacher Education, National Technical Institute for the Deaf, Rochester Institute of Technology (RIT). He teaches courses in the graduate program that prepares teachers of the deaf and has taught in the program in school psychology at RIT. Stinson is deaf and he received all his education in general education, or mainstream, classes. He is Principal Investigator for the team that has developed the C-Print classroom captioning system that is widely used in secondary and post-secondary education to support communication access and learning by deaf and hard of hearing students in general education classes. He has also conducted extensive research on the academic and social integration of deaf/hard of hearing students in general education classes.

PROGRAM 11 9:30AM – 11:30AM

Update 2009: Tinnitus and Reduced Sound Tolerance. We can help our patients!

Gail B. Brenner, Au.D.

This two-hour presentation will provide an overview of the historic documentation, prevalence, psychological impact and current treatment strategies and programs for Tinnitus and Reduced Sound Tolerance. We will also review the Tinnitus Reaction Questionnaire. This valuable inventory can be easily administered at the time of the initial intake. A case history of a patient with clinically significant tinnitus to include treatment rationale, protocols and outcomes will be presented. Resources will also be made available. This practical session is intended to increase your working knowledge and confidence when dealing with this very special population.
Introductory, .2 CEUS, IHHIS, AAA

Dr. Brenner has enjoyed 29 years of experience providing clinical and hearing aid services to patients of all ages. She is adjunct faculty at Salus University (formerly PCO) teaching tinnitus management to the Au.D. students and lectures at professional conferences and meetings.

PROGRAM 18 1:00PM – 4:30PM
ITE Modification & Cerumen-Related Repair

Michael Phillips

This program is an In-The-Ear repair seminar which provides an opportunity for hearing health care professionals to gain comprehensive hands-on skills necessary to perform in-office repairs for cerumen-related failures, shell repair and to learn tips and tricks of the trade to increase their patient's satisfaction. Intermediate, .3 CEUS IHHIS, AAA

Michael Phillips is a leading expert in custom ITE production and in-office hearing instrument repair. Michael has been employed with Unitron Hearing for twenty four years, eighteen of which he has been presenting the repair seminar in university, convention and hearing health care office settings. He has authored video ITE fabrication training programs for staff, international customers and in-office repair for Au.D. Distance learning programs.

PROGRAM 20 5:30PM – 7:30PM (Key Note Speaker)
Relating to People with Aphasia Through the Eyes of an Aphasic: A personal Journey

John A. Liechty MSW, Dr. Ruth Codier Resch, Ph.D

The presenter will briefly describe his injury in 1978 (a ruptured aneurysm on the left side of his brain). He will review his rehabilitation experiences with speech pathologists, physical therapists, and occupational therapists, including the influence of musical therapy. He will discuss the continuing effects of aphasia on his life, including depression, frustration and isolation. He will offer perspectives on the development of new skills with the help of resources such as vocational rehabilitation and the National Aphasia Association. As a founding member of a community support group, he will evaluate the value of stroke support groups compared to aphasia support groups as a tool for coping with aphasia. He will introduce the "Aphasia Bill of Rights" adopted by the National Aphasia Association in 2005. Drawing on his experience as a presenter at other national and regional health assemblies, he will offer suggestions for alternative approaches to the management of aphasia.

Introductory, .2 CEUS IHHIS, AAA

"Through the Eyes of an Aphasic" is co-presenter Ruth Resch's moving story of living with aphasia through more than two decades, on the one hand struggling with some desperation to return verbal communication and on the other to find rich non-verbal ways of being in the world. It is a personal "inside" story, of an aphasic looking out, an effort to render what life is like without words and what other forms of communication presented themselves to make life graceful.

John A. Liechty MSW

B.A. in social welfare from Goshen College and M.S.W. from University of Louisville. Have been aphasic since 1978. A volunteer with National Aphasia Association; helped form the local aphasia support group. Have made presentations about aphasia to many regional and national health-related organizations.

Dr. Ruth Codier Resch

Five years from her doctorate in clinical psychology, she had a stroke and lost speech, losing most of her new career along with it. With enormous difficulty, she saw a few patients, co-wrote papers with colleagues and volunteered as a professional at a cancer hospital as an infant development specialist to keep some of her dreams intact. She now specializes in the emotional aspects of stroke, aphasia and catastrophic illness recovery

Friday, May 1, 2009

PROGRAM 27 9:00AM – 3:45PM

Promoting Healthy Social, Emotional and Behavioral Development in Hard of Hearing and Deaf Children

Estelle (Essie) Goldsmith

Leigh Partridge, M.Ed., CCC/A

Lynda M. Coopersmith, M.Ed., CED

Louise A. Montoya, Mental Health Counselor, CHOP

Because healthy social, emotional and behavioral development is so dependent upon consistently effective communication between children, peers, and adults, this session will describe developmental milestones and strategies that parents & professionals can use to promote this development specifically with hard of hearing and deaf children.

Introductory, .5 CEUS, IHHIS, AAA

Estelle (Essie) Goldsmith has extensive experience as a Teacher of the Deaf, Speech /Language Pathologist, School Administrator, Parent/Infant Teacher and Educational Consultant. Working in the Philadelphia area for most of her 40 year career she has focused much of her work in the area of early intervention. She is currently employed as an Educational Consultant for The Cochlear Implant Team at The Children's Hospital of Philadelphia (CHOP), as well as a consultant for Philadelphia Elwyn Inc. SEEDS and The Northeast Growth and Development Center.

Leigh Partridge has a combined graduate degree in Deaf Education and Audiology, with certifications in elementary and early childhood education. She

has been involved in educating deaf children and their families for twenty years, in a variety of capacities. She currently works as an educational consultant for the Center for Childhood Communication, at the Children's Hospital of Philadelphia.

Lynda M. Coopersmith, M.Ed., CED has worked as an educator of deaf and hard of hearing children for 40 years in a variety of settings; center school for the deaf, mainstream public education, early intervention, and now as an educational consultant to the audiology department at The Children's Hospital of Philadelphia. She also works as a consultant to a number of school programs in New Jersey.

Louise A. Montoya, M.A., LPC, ACS, CSC, is a licensed professional counselor, researcher and nationally certified interpreter with over 25 years experience with deaf and hard of hearing individuals and families. She authored or coauthored 20 publications on clinical and qualitative research and practice involving deaf and hard of hearing individuals, behavioral health, interpreting, and child protection teams. She coordinates the Family Wellness Program of the Center for Childhood Communication of the Children's Hospital of Philadelphia.

PROGRAM 29 9:00AM – 12:30PM
International Development: Are we meeting the needs of students with disabilities in developing countries?

Thomas J. Hallahan, Sc.D., CCC-A

Today, there is a worldwide effort by the United Nations Educational, Science, and Cultural Organization (UNESCO) and other international agencies advocating for the basic right of an education for every child of the world by the year 2015. Some professional organizations, including the American Speech-Language-Hearing Association (ASHA) recently have embraced the vision of *"Making effective communication, a human right, accessible and achievable for all"*. However, a review of supporting documents indicates that little has been done internationally to address the diverse needs of students with disabilities, including those with communicative and related disorders, within the developing context. It is vital that ASHA and its membership engage in cooperative and concerted efforts with international governments, ministries of education, university programs, and nongovernmental organizations (NGOs) to promote and protect the communicative and educational rights of all.

Introductory, .3 CEUS IHHIS, AAA

Dr. Hallahan received his B.S. in Speech-Language Pathology and Audiology from SUNY Geneseo, his M.A. in Audiology from The Ohio State University, his M.Ed. in Administration, Planning and Social Policy from Harvard University, and his Sc.D. in Audiology from Boston University. For the past thirteen years, he has been employed as an associate professor at Salem State College (SSC), teaching courses in communication sciences & disorders, inclusive education,

and special education policy. Additionally, Dr. Hallahan consults on a weekly basis with the Massachusetts' Medicaid program (MassHealth) and the state's Department of Public Health. Dr. Hallahan has served on numerous committees and councils for a variety of professional associations, presently serving as the Vice President for Government Relations and Public Policy for the ASHA Board of Directors. However, his greatest accomplishment has been that of single-parenting his Cambodian-born son, Kiric. Dr. Hallahan returns to Cambodia annually to work with a number of local non-government organizations (NGOs) working in the areas of disability rights and inclusive education. His ultimate goal is to establish an American University in Phnom Penh, one that would offer special education/allied health training programs for its citizens.

PROGRAM 33 9:00AM – 12:30PM

Audiologist as Magician: Managing Hearing Loss in Children

Jane R. Madell, PhD.

PART 1:With universal newborn hearing screening, infants are identified with HL at an earlier age. Electrophysiologic testing is useful but frequently does not provide sufficient information to proceed with fitting technology and beginning audiological management. This course assists the audiologist in behavioral evaluation of infants and young children and using that information to fit technology and make educational recommendations.

PART 2:Speech perception testing is critical in managing performance for infants and children with hearing loss and auditory processing disorders. While evaluation protocols are fairly well defined for adults, speech perception test protocols for evaluating performance in infants and children are less clear. Clinicians frequently assume that children will not be able to perform on difficult tests so easy tests are select and are administered at loud levels in quiet. This workshop will discuss development of a speech perception test protocol for children.

Intermediate, .3 CEUS, IIHIS, AAA

Dr. Jane Madell has been a pediatric audiologist for more than 30 years. She received her bachelor's degree from Emerson College, in Boston, and her Master's and Doctoral degrees from the University of Wisconsin, Madison. She is licensed in audiology and speech-language pathology in New York, New Jersey and Connecticut. She is the Director, Hearing and Learning Center and Co-Director of the Cochlear Implant Center at Beth Israel Medical Center in Newark, New Jersey. Dr. Madell is also a Professor of Clinical Otolaryngology/Albert Einstein College of Medicine. Dr. Madell is nationally renowned for her work with young children who have severe and profound hearing loss, selection and management of hearing aids and cochlear implants, evaluation of difficult-to-evaluate children, including children with autism and other developmental disabilities, and evaluation and management of children with auditory processing disorders. Dr. Madell has written two books, 17 book chapters, and numerous journal articles. She is a frequent speaker to professional and parent groups.

PROGRAM 36 1:45PM – 3:45PM
“IT SEEMS ETHICAL TO ME, BUT IS IT?”

Nathanya G. Simon

As a licensed professional, the speech language therapist and audiologist is obligated to follow a code of ethics. While some ethical situations are clearly evident, some are subtle and multi-faceted, and do not fall neatly within established ethical guidelines. The recognition of an ethical dilemma is the first step toward resolution. This presentation will provide guidance for recognizing and resolving some of the basic and more complicated ethical situations that speech language therapists may face in their daily practice.
Intermediate, .2 CEUs, IHHIS, AAA

Senior Partner Nathanya G. Simon of the Firm Schwartz Simon Edelstein Celso & Kessler LLC, of Morristown, New Jersey, plays a major role in the Firm's school board representation in legal, labor and special education issues throughout New Jersey. She regularly appears in mediations and before the Office of Administrative Law and the Public Employment Relations Commission. She handles federal and state litigation and acts as legal consultant during collective negotiations and arbitration proceedings, and in all areas of special education proceedings. She provides management assistance to boards of education in areas such as policy analysis and revisions, meetings with child study teams to assist in IEP development and choosing experts, Section 504 programs, and legal compliance investigations. Ms. Simon also represents numerous clients in commercial and civil rights litigation, special education matters and insurance defense matters.

PROGRAM 38 1:45PM – 3:45PM
Intellectual Disability and Hearing Loss

Gilbert R. Herer, Ph.D., CCC-A

Judy K. Montgomery, Ph.D., CCC-SLP

Joan M. Besing, Ph.D., CCC-A

Janet D. Koehnke, Ph.D., CCC-A

Persons with intellectual disability (ID) frequently experience hearing loss that is difficult to detect without annual hearing evaluations. This session reviews the delivery of audiology services in a public health model, and reports outcome results of 7051 individuals with ID tested at 5 large Special Olympics (SO) events worldwide. These findings will be compared to results obtained at state and local SO events in the USA. The presence of excessive ear canal cerumen, as well as high rates of conductive and sensorineural hearing losses were found in SO's adult athletes with ID. These hearing health conditions were essentially unidentified previously. Undetected, unserved and under-treated ear and hearing problems of individuals with ID need to be recognized and addressed by health professionals, caregivers and the athletes.

Intermediate, .2 CEUS, IIHIS, AAA

Dr. Herer, a pediatric audiologist, is Director Emeritus of the Children's Hearing & Speech Center/Children's National Medical Center, Washington, DC, and Professor of Pediatrics at George Washington University, Washington, DC. He is Former President of ASHA. Dr. Herer is Founder & Senior Global Advisor of the Special Olympics International Healthy Hearing Program.

Dr. Montgomery, a speech-language pathologist and author, is Professor of Special Education and Literacy at Chapman University, Orange, CA. She is Former President of ASHA. Dr. Montgomery is Senior Global Coordinator of the Special Olympics International Healthy Hearing Program, presently conducting programs in 60 countries worldwide.

Dr. Besing, an audiologist, is Professor of Audiology and Graduate Advisor for the Clinical Doctoral Program in Audiology at Montclair State University. She is a Clinical Director in the Healthy Hearing Program of Special Olympics, and provides professional training as well as clinical services at Special Olympics events in the USA.

Dr. Koehnke, an audiologist, is Professor of Audiology and Chair of the Department of Communication Sciences & Disorders at Montclair State University. She is a Clinical Director in the Special Olympics Healthy Hearing Program, and conducts clinical services and professional training at Special Olympics events in the USA.

PROGRAM 39 4:30PM – 5:30PM

Robert W. Woods, PhD, CCC-A, FAAA, BCA, Speech and Hearing Associates, Westfield, NJ

Join us for panel presentation of issues affecting audiologists in New Jersey. Topics to be discussed include: Scope of Practice, legislative issues, 4th year AuD status, reimbursement and coding issues.

Intermediate, .1 CEU

Dr. Woods received his Master Degree and PhD Degree from Purdue University. He was professor of Audiology for nine years and Adjunct Professor for seven years in the Graduate School at Columbia University. Licensed in both as an Audiologist and as a Hearing Aid Dispenser, Dr. Woods has been Director of Speech and Hearing Associates since 1969. Dr. Woods has been awarded "Honors of the Association" from the New Jersey Speech Language and Hearing Association. He has served as advisor to schools, industry, insurance companies, as well as health and governmental agencies .1 CEU, IIHIS, AAA

PROGRAM 40 4:30PM – 6:30PM

The Changing Face of Healthcare

Barbara Schwerin, MS, CCC SLP

Kathy Palatucci, MA, CCC SLP

This panel presentation will provide updated information on issues that affect providing services in a variety of healthcare settings, including acute care, subacute care, long term care, home health and early intervention. Committee members have been working with legislators and members of committees in Trenton to improve insurance coverage for audiology and speech-language pathology services. An exciting update will be given regarding their success to date as well as our plan to advance this issue. Through the State Reimbursement Network (STAR) information will be provided by ASHA regarding the Government Relations Plans for Legislative Advocacy and other activities on the national level with the new president in place. Updates on Medicare changes and Early Intervention services will be given as well. A question and answer period will be provided.

Intermediate, .2 CEUs, IHHIS, AAA

Kathleen Palatucci co-chairs this Healthcare Committee for NJSLHA along with Barbara Schwerin Bohus. Barbara is also one of the STAR representatives for N.J. to ASHA. Kristie Soriano sits on the Executive Board for NJSHA and is an Adjunct Professor at Kean University. Patricia Remshifski is a member of the Higher Education Committee for NJSHA. Ann Gulyas chairs the Tri Alliance Committee on behalf of NJSLHA and is a Board Recognized Specialist in Swallowing and Swallowing Disorders. Mary Mc Ardle leads the Early Intervention subcommittee for NJSHA.

PROGRAM 41 4:30PM – 6:30PM

School Affairs Meeting

Sue Goldman, MA, CCC-SLP, School Affairs Steering Committee Chair; Ruth Blackman, MA, CCC-SLP, SAC South; Denise Cleary, MA, CCC-SLP, SAC Central; Robin Kanis, MS, CCC-SLP, SAC North; Carol Amato, MA, CCC-SLP, SAC North

Stay current on critical issues relative to speech-language services in the schools. Discussion will include such topics as the current revision of the special education code to comply with the re-authorization of IDEA, revised criteria for CI and preschool, the use of Early Intervening Services and Response to Intervention, highly qualified providers, in-class services, recently adopted regulations concerning the Speech Correctionist certificate and emergency certificates, caseload issues and most importantly, steps you can take to ensure a free appropriate education for the students you serve. An important program for everyone whose career is school-based or anyone considering one in a school setting.

Intermediate, .2 CEUs, IHS, AAA

A past president of NJSHA, Sue A. Goldman, M.A., CCC - SLP, has spent the bulk of her career working as a public school SLP, designing programs for students with speech-language disorders and working directly with special and regular education teachers to facilitate and support literacy skills. Currently, Sue works as adjunct faculty at Kean University and as a supervisor at Seton Hall University, investigating ways to consult in setting up innovative speech-language service models in schools. Workshop presentations include phonemic awareness, *Individuals with Disabilities Education Act* (IDEA) regulations and in-class speech-language services. The first ASHA SEAL representing New Jersey, Sue is the author of ASHA's *Let's Talk* fact sheet on IDEA and is an original co-author of New Jersey's Technical Assistance Document: The Evaluation of Speech and Language and is a contributor to the document authored by New Jersey's NJ's *Special Education Review Commission* of which she was a member. Currently Sue is working on an ASHA committee on school issues. Sue also has served as an expert witness, is the current ASHA SLPAC member from New Jersey and is on the board of NJSHA and the New Jersey Coalition of Inclusive Education (NJCIE). She has received eight ACE awards from ASHA, the Volunteer of the Year Award and Honors of the Association from NJSHA as well as the Middlesex County Governor's Teacher Recognition Award.

Saturday, May 2, 2009

PROGRAM 43, 8:00 AM to 9:15 AM

Continental Breakfast

Professional Issues Forum:

Robin M. Kanis, MS, CCC-SLP, President; Monique S. Kaye, MS, CCC-SLP, Immediate Past President; Carol M. Amato, MA, CCC-SLP, Vice President; Theresa Bartolotta, PhD, CCC-SLP, Treasurer; Elizabeth Dux, MA, Secretary; Joan Bruno, Ph.D., CCC-SLP, Member, Board of Directors; Gerard L. Caracciolo, EdD, CCC-SLP, Member, Board of Directors; Natalie Glass, MS., CCC-SLP, Member, Board of Directors; Sue A. Goldman, MA, CCC-SLP, Member, Board of Directors; Martin D. Shulman, PhD, CCC-SLP, Member, Board of Directors; Melanie Simanski-Mindel, Au.D., CCC-A, FAAA, Member, Board of Directors; Kristie Soriano, MS, CCC-SLP, Member, Board of Directors; Donna Spillman-Kennedy, MS, CCC-SLP, Member, Board of Directors; Linda Tucker-Simpson, MS, CCC-SLP, Member, Board of Directors; Robert W. Woods, PhD, CCC-A, Member, Board of Directors; Joanne Christodoulou, Student Member, Board of Directors, Kim Kurdes, Association Manager; Lynn Nowak, Legislative Agent

Please join us for the 2009 Professional Issues Forum. We will update you on the status of NJSHA's current strategic plan initiatives as well as seek your input

for our future strategic plan. The format will be informal roundtable discussions led by your Board of Directors and topics will include Healthcare, Higher Education, School Affairs, Student Affairs, and Audiology issues. Your input is critical to helping NJSHA shape the future initiatives and goals that our organization will pursue. You will also hear from the incoming ASHA President, Sue Hale, who will update us on ASHA's activities.
Intermediate, .1 CEU (can only be used for a state credit, not ASHA) IIHIS, AAA

PROGRAM 49 9:30AM – 4:15PM
Educational Services for Children with Auditory Processing Disorders

Jay R. Lucker, Ed.D., CCC-A/SLP, FAAA

Communication specialists working with the school population are often concerned about providing effective interventions for children who have auditory information processing deficits (APD). This full-day seminar focuses on helping professionals obtain a clearer understanding of what are APDs, how they should be assessed, the various, specific categories of APD, and the skills needed by children to process information they receive appropriately. A focus of this presentation will be on the speaker's conceptualization and approach to APD with the major emphasis on treatment and accommodations we should be providing these children. Examples of some activities and programs that professionals can use in working with children in the various categories of APD are provided. Working with children from pre-school through high school will be discussed.

Intermediate, .5 CEUS IIHIS, AAA

Dr. Lucker is an associate professor in the department of Communication Sciences and Disorders at Howard University in Washington, DC. He also has a private practice specializing in assessment, consultation, and advocacy for people with auditory information processing deficits (APD) and language processing disorders. He is well published in the field and has recently published a new book on APD. He has presented numerous presentations on APD internationally, and is an active research in the field with a focus on gaining a better understanding of what are APDs and how can be best treat them.

PROGRAM 55 9:30AM – 12:00PM
CHILDREN WITH UNILATERAL HEARING LOSS: ARE WE DOING ENOUGH?

Sarah McKay, Au.D

Eileen Rall, Au.D.

This presentation will provide a comprehensive review of the literature to date on children with unilateral hearing loss including academic, speech/language, and social-emotional difficulties experienced by this population, incidence/prevalence, medical etiologies and progression of hearing loss. Management options will be discussed including audiologic management, use of outcome measures, rationale for specific medical referrals, conventional and non-conventional amplification options, FM options, and strategies for parents and teachers to help these children. Lastly, challenges facing professionals who work with children with unilateral hearing loss will be discussed including: limitations of newborn hearing screening technologies, lack of current evidence to support best practice guidelines, the impact of state eligibility criteria for early intervention services for these children, and future research needs. Audiologists and speech language pathologists are among the few professionals that understand the impact of hearing loss on a child's relationship with their family, friends, as well as its implications in school. However, we receive minimal training in supporting children's psychosocial development. There are many ways healthy psychosocial development can be supported beyond providing appropriate amplification systems and supporting communication and auditory development. Counseling Guidelines for have been developed using Erik Erikson's model of psychosocial development and information about normal child development of self-concept/self-esteem of children from birth through adolescence. These developmental guidelines address issues that may arise with families at the time of their child's diagnosis and suggest steps we can take to facilitate the family's healthy acceptance of the diagnosis of permanent hearing loss. The Guideline also offers strategies for working directly with the child promoting the development of their self-concept, self-esteem and social skills.

Intermediate, .2 CEUS, IHHIS, AAA

Sarah McKay, Au.D received a Doctorate in Audiology from Central Michigan University. She has presented at ASHA, AAA, and SENTAC annual conventions as well as many local and national workshops specifically on the topic of unilateral hearing loss and have published on the topic in ASHA Leader, The Volta Review, Trends in Amplification as well as a book chapter on Minimal and UHL in Children. Recently, informational materials I developed for parents about unilateral hearing loss were published by ASHA.

Eileen Rall has been an audiologist at The Children's Hospital of Philadelphia (CHOP) since 1995. She received her M.S. from Vanderbilt University in 1987 and an Au.D. from the CMU/VUBWC distance learning program in December, 2004. Along with clinical responsibilities at the CCC, Eileen coordinates CHOP's Assessment and Treatment Implementation Program for Infants and toddlers with Hearing Loss – Enhancing Rehabilitation "CATIPIHLER." Before working at CHOP, Eileen was an audiologist in both a general hospital setting and in a private ENT practice. In addition to working at CHOP, Eileen is an adjunct faculty member at the George S. Osborne School of Audiology at Salus University (formerly - The Pennsylvania College of Optometry). Eileen currently participates in all aspects of patient care within the department but has a special interest in pediatric amplification and supporting psychosocial development of children with hearing loss.

PROGRAM 60 1:00PM – 3:00PM

Supporting Psychosocial Development of Children with Hearing Loss

Eileen Rall, Au.D,

Audiologists and speech language pathologists are among the few professionals that understand the impact of hearing loss on a child's relationship with their family, friends, as well as its implications in school. However, we receive minimal training in supporting children's psychosocial development. There are many ways healthy psychosocial development can be supported beyond providing appropriate amplification systems and supporting communication and auditory development. Counseling Guidelines for have been developed using Erik Erikson's model of psychosocial development and information about normal child development of self-concept/self-esteem of children from birth through adolescence. These developmental guidelines address issues that may arise with families at the time of their child's diagnosis and suggest steps we can take to facilitate the family's healthy acceptance of the diagnosis of permanent hearing loss. The Guideline also offers strategies for working directly with the child promoting the development of their self-concept, self-esteem and social skills.

Introductory, .2 CEUS, IIHIS, AAA

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PROGRAM 61 1:00PM – 4:15PM

Evidence-Based Practice: Integrating Craft and Science

Laura Justice, Ph.D., CCC-SLP

Everyone is talking about evidence-based practice! This session provides a user-friendly and interactive tutorial on (a) what evidence-based practice is and (b) how clinicians can use it to increase the quality of their practice. This session provides examples of how to write clinical questions in an EBP format and how to find answers to these questions using a range of available resources. Specific clinical questions are examined with respect to the amount and quality of empirical evidence available to guide practice, including the use of pull-out versus inclusive models of school-based interventions.

Introductory, .3 CEUS IHHIS, AAA

Laura Justice, PhD., is a clinical speech-language pathologist and applied researcher in early childhood language and literacy development, communication disorders, and educational interventions. Justice is Professor in the College of Education and Human Ecology at The Ohio State University, where she also directs the Preschool Language and Literacy Lab, a research unit within the School of Teaching and Learning. She has published about 100 articles, chapters, and reports on early education and language/literacy intervention and has authored or edited nine books, including *Scaffolding with Storybooks* and *Shared Storybook Reading*. Justice is the Founding Editor of *EBP Briefs*, published by Pearson, and is currently the editor of the *American Journal of Speech-Language Pathology*.