Aspects of Effective Intervention for Children with Hearing Loss: Dual Language Learning and Phonological Awareness

Presented by:

Michael Douglas, MA, CCC-SLP, LSLS, Cert. AVT

Saturday, May 6, 2017

UT Health Science Center Central Campus

Lecture Hall Commons Room 3.104A
7703 Floyd Curl Drive

REGISTRATION FEE: $85.00

Early Bird Registration: $75.00 (postmarked by February 28, 2017)

Registration Deadline:  April 24, 2017

Registration for CEU Certificates begins:  7:30 a.m.

Workshop:  7:30 a.m. - 4:15 p.m.

Includes:

Light Breakfast     Lunch      ASHA, TSHA & LSLS Credit Units      Parking

Pending

Michael is a speech-language pathologist and a certified Auditory-Verbal Therapist. He received his BA in speech-language pathology in 1994 and an MA in 1996 from the University of North Texas. He received his certification in auditory-verbal therapy in 2002. Since then he has focused his career on teaching children with hearing loss to listen and speak in various settings including early childhood programs, schools, hospitals, private practice, and cochlear implant centers. He is the recipient of the Cochlear Americas Clinical Fellow Award, the Helen Bebee Scholarship and was a finalist for the Houston Business Journal’s “Health Care Hero” for his work on reducing the gap in services between identification of hearing loss and intervention.

Michael served as the Director of the Speech Clinic and Director of Intervention Services at the Center for Hearing and Speech in Houston, TX from 2005-2012. There he managed the speech-language pathology clinic, an auditory-oral preschool and the family services department. While in Houston, Michael and his team found themselves working diligently to provide effective services for a very large population of children with significant hearing loss whose families did not speak English. For this reason, he developed his interest and passion for teaching, lecturing and writing about the various ways children with hearing loss who needed to learn more than one language could be successful. Michael has contributed to several peer review publications on this issue and has been an adjunct instructor at The University of Houston from 2010-2012. Currently, he mentors aspiring Cert. AVTs, lectures worldwide and is the Principal of the Mama Lere Hearing School in the Bill Wilkerson Center at Vanderbilt University, Nashville Tennessee.
REGISTRATION FORM REQUIRED (PLEASE PRINT LEGIBLY):

Name: ___________________________ Title: ___________________________
Organization: _________________________________________________________
Address: ______________________________________________________________
City: __________________________________ State: ______________ Zip: ____________
*Email: ___________________________ Phone: _____________________________

This workshop will also be offered via webinar, 8:30 a.m.- 4:30 p.m. (Central Standard Time), on May 6 for those of you who are unable to travel to San Antonio.

Please indicate your workshop preference:

- [ ] Webinar
- [ ] San Antonio

Certificates for continuing education will be pre-printed.

Please indicate type of certificate needed:

- [ ] ASHA
- [ ] Teachers
- [ ] LSL
- [ ] ECI
- [ ] TSHA
- [ ] Social Worker

Please select your sandwich preference for your Supreme Box Lunch:

- [ ] Veggie Sub
- [ ] Club Sub
- [ ] Turkey Sub
- [ ] Ham Sub
- [ ] None

Both a continental breakfast and lunch are included in the registration fee.

Please indicate type of certificate needed:

- [ ] ASHA
- [ ] Teachers
- [ ] LSL
- [ ] ECI
- [ ] TSHA
- [ ] Social Worker

Please select your workshop preference:

- [ ] Webinar
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- [ ] ASHA
- [ ] Teachers
- [ ] LSL
- [ ] ECI
- [ ] TSHA
- [ ] Social Worker

This course is offered for 6 CEUs (Intermediate level, Professional area) (awaiting approval for ASHA CE's)

Aspects of Effective Intervention for Children with Hearing Loss:

**DESCRIPTION DUAL LANGUAGE:**

This workshop is intended for professionals who work with children who have hearing loss and come from families that are bilingual or do not speak the majority language. Topics covered will include assessment considerations and intervention models along with implementing strategies that facilitate successful bilingual learning.

**LEARNER OBJECTIVES:**

**PARTICIPANTS WILL BE ABLE TO:**

- Describe the difference between a simultaneous language learner and sequential language learner
- Describe a continuum of intervention services that meets the needs of developing language in children who are bilingual or who come from families that do not speak the majority language
- Identify three informal assessment procedures that may be used to obtain information about a child’s language(s)
- List at least three recommended educational environment strategies used with children who have hearing loss

**DESCRIPTION PHONOLOGICAL AWARENESS:**

The purpose of this workshop will be to demonstrate constructs needed for early literacy development and phonological awareness intervention for preschoolers with hearing loss. In particular, issues related to skills that are transferable to mainstream settings, intervention modifications suspected to be important for children with hearing loss and treatment intensity will be highlighted. Participants will also receive specific training in the developmental scope and sequence of phonological awareness skills through an evidenced-based program that has been demonstrated to be effective in helping preschool children with hearing loss who are learning spoken language to perform as well as their typically hearing peers on early literacy skills.

**LEARNER OBJECTIVES:**

**PARTICIPANTS WILL BE ABLE TO:**

- Discuss how phonological awareness learning may differ in children with hearing loss vs. children without hearing loss
- Compare and contrast implicit instruction vs. explicit intervention
- List three approaches that build alphabetic knowledge for children with hearing loss
- List the steps of an evidenced-based hierarchical approach to teaching phonological awareness for children with hearing loss

**SCHEDULE:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:15-9:15 a.m.</td>
<td>Introduction and Literature Review: Dual Language Learning</td>
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<tr>
<td>9:15-10:30 a.m.</td>
<td>Dual Language Assessment</td>
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<td>10:30-10:45 a.m.</td>
<td>Break</td>
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<tr>
<td>10:45 a.m.-Noon</td>
<td>Dual Language Intervention</td>
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<td>Noon-1:00 p.m.</td>
<td>Lunch</td>
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<tr>
<td>1:00-1:30 p.m.</td>
<td>Constructs and foundations of pre-literacy development with literature review</td>
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<tr>
<td>1:30-2:00 p.m.</td>
<td>Instructional principles for Phonological Awareness</td>
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<tr>
<td>2:00-2:15 p.m.</td>
<td>Break</td>
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<tr>
<td>2:15-2:45 p.m.</td>
<td>Implicit instruction and explicit intervention</td>
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<tr>
<td>2:45-3:15 p.m.</td>
<td>Teaching alphabet knowledge to children with hearing loss</td>
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<tr>
<td>3:15-4:15 p.m.</td>
<td>Teaching phonological awareness to children with hearing loss</td>
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<tr>
<td>4:15-4:45 p.m.</td>
<td>Wrap-up: Review, Questions and Answers</td>
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*You will receive your confirmation via your email address.

ASHA CEUs, TSHA and LSLs are pending for early childhood professionals, social workers, teachers, speech and language pathologists.

No partial credit will be given; participants must attend entire session to earn credit.

For questions or further information, contact Leslie Walter at (210) 824-0579, ext 129 or lwalter@sunshinecottage.org