
Patient Care and Management for Children Who Are Deaf or Hard of Hearing

INTRODUCTION

This journal self-study focuses on several aspects of patient care and management for practitioners who serve children who are deaf or hard of hearing. The articles, originally published in a 2014 issue of *Perspectives on Hearing and Hearing Disorders in Childhood*, discuss the unique needs of children with mild, minimal, and/or unilateral hearing loss; the effects of fatigue on children with hearing loss; and the importance of monitoring speech-language performance and progress as well as hearing aid use in this population.

LEARNING OUTCOMES

You will be able to:

- delineate strategies to reduce fatigue in children with hearing loss
- describe classroom modifications for improving the signal-to-noise ratio in classrooms
- identify potential effects of minimal/mild hearing loss on speech perception, speech-language development, academic success, and psychosocial well-being
- describe amplification options and limitations for children with unilateral hearing loss
- discuss the need for collaboration between parents and professionals to facilitate spoken language outcomes for children who are deaf or hard of hearing

CONTENTS

<i>The Complexities of Fatigue in Children with Hearing Loss</i> , by Fred H. Bess and Benjamin W. Y. Hornsby, published in <i>Perspectives on Hearing and Hearing Disorders in Childhood</i>	15 pages
<i>Minimal Hearing Loss: Implications and Management Options for Educational Settings</i> , by Cynthia McCormick Richburg and Annah L. Hill, published in <i>Perspectives on Hearing and Hearing Disorders in Childhood</i>	14 pages
<i>Children with Minimal/Mild Hearing Loss: Do We Have a Consensus and is that Important?</i> by Dawna E. Lewis, published in <i>Perspectives on Hearing and Hearing Disorders in Childhood</i>	10 pages
<i>Unilateral Hearing Loss in Young Children: Developing Best Practices with Limited Evidence</i> , by Sarah McKay, published in <i>Perspectives on Hearing and Hearing Disorders in Childhood</i>	10 pages
<i>Monitoring Progress for Children with Hearing Loss</i> , by Monica Weston, Karen F. Muñoz, and Kristina Blaiser, published in <i>Perspectives on Hearing and Hearing Disorders in Childhood</i>	8 pages

PROGRAM HISTORY and IMPORTANT INFORMATION

Originally published and offered for ASHA CEUs as *Perspectives on Hearing and Hearing Disorders in Childhood*, Vol. 24, No. 2, September 2014 (ASHA SIG 9).

More information on ASHA's 19 Special Interest Groups (SIGs) is available at <http://www.asha.org/SIG/join/>.

Start date: August 1, 2019

End date: August 1, 2022

To earn continuing education credit, you must complete the test with a passing score on or before **August 1, 2022**.

To see if this program has been renewed after this date, please search by title in ASHA's online store at www.asha.org/shop.



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.3 ASHA CEUs (Intermediate level, Professional area).