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

The Complexities of Fatigue in Children with Hearing Loss, by Fred H. Bess and Benjamin W. Y. Hornsby, published in Perspectives on Hearing and Hearing Disorders in Childhood............................................................... 15 pages


Children with Minimal/Mild Hearing Loss: Do We Have a Consensus and is that Important? by Dawna E. Lewis, published in Perspectives on Hearing and Hearing Disorders in Childhood................................................................. 10 pages

Unilateral Hearing Loss in Young Children: Developing Best Practices with Limited Evidence, by Sarah McKay, published in Perspectives on Hearing and Hearing Disorders in Childhood................................................................. 10 pages

Monitoring Progress for Children with Hearing Loss, by Monica Weston, Karen F. Muñoz, and Kristina Blaiser, published in Perspectives on Hearing and Hearing Disorders in Childhood................................................................. 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/](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](http://www.asha.org/shop).

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