
Classroom Participation and Reading in Deaf or Hard-of-Hearing Children

SIG 9

INTRODUCTION

This exercise highlights three articles. First, a qualitative research study with multiple high school student participants with deafness/hearing loss examining factors that promoted versus challenged their access to classroom communication and participation is included. The next article is a preliminary study exploring that children with reading impairments are more likely to fail hearing screenings than children with typical reading skills. Finally, the third article looks at shared book reading and its association with language growth aspects for children who are deaf and hard of hearing over a 4-week training program related to caregiver knowledge of emergent literacy features

LEARNING OUTCOMES

You will be able to:

- identify two characteristics and/or skills of a teacher, sign language interpreter, and deaf or hard of hearing (DHH) student that facilitates successful inclusion outcomes
- explain the importance of screening hearing during a literacy diagnostic
- identify at least 2 emergent literacy skills that parents can target during shared book reading

CONTENTS

Inclusion of Signing Deaf or Hard-of-Hearing Students: Factors That Facilitate Versus Challenge Access and Participation by Maryam Salehomoum

(https://doi.org/10.1044/2020_PERSP-19-00124)

Hearing Screening Failure Among Students With Reading Impairment: Rate and Relation to Specific Reading Deficits Krystal L. Werfel, Laura Peek, Gabriella Reynolds, and Sydney Bassard

(https://doi.org/10.1044/2020_PERSP-19-00163)

Examining Caregiver Knowledge of Shared Book Reading Practices for Infants and Toddlers Who Are Deaf or Hard of Hearing: A Pilot Study by Kelly Farquharson and Carolyn Babeu

(https://doi.org/10.1044/2020_PERSP-19-00071)

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: October 12, 2020

End date: October 12, 2023

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To earn continuing education credit, you must complete the learning assessment on or before **October 12, 2023**.



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 0.30 ASHA CEUs (Intermediate level, Professional area).