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

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 that 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


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
Classroom Participation and Reading in Deaf or Hard-of-Hearing Children (SIG 9)

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

This course is offered for 0.30 ASHA CEUs (Intermediate level, Professional area).