EHDI 2021 Approved LSLS CE C

March 2 - 8:30 AM	DATE	TITLE	OBJECTIVES OBJECTIVES
1.30 AM   Functioning of Children who are DHH Plus: A ganel of parents and professionals   3. Generate a plan for   2. Tell a friend, in one's own   3. Generate a plan for   2. The participant will define   2. The participant will define   3. The participant will define   4. Describe how language   3. Identify components of the   4. Describe how language   3. Identify components of the   4. Describe how language   3. Identify components of the   4. Describe how language   3. Identify components of the   4. Describe how language   3. Identify components of the   4. Describe how language   3. Identify components of the   4. Describe how language   4. Describe how language   4. Describe how language   5. Explain how language   5. Exp	March 2 - 8:30 AM -	Promoting the Social and Emotional	1. Articulate, in words or in
Panel of parents and professionals   3. Generate a plan for	11:30 AM		
March 2 - 2:50 PM - 3:10  March 3 - 3:15 PM - 3:35  March 3 - 3:35  March 3 - 1:45 PM - 2:05  March 3 - 2:10 PM - 2:30  Empowering Caregivers through Language  2. Explain how language  2. Explain how language  3. Identify components of the 2. Participants will explore  2. Participants will be able to 3. Participant will link at 2. Learners will list two 2. Learners will list two 2. Learners will list two 2. The participant will link at 2. The participant will link at 2. The participant will list two 2. The participant will list two 3. Identify and articulate 1. Participant will learners will show the prevalence of 2. Describe the relationships 3. Describe the relationships 3. Describe the relationships 3. The participant will define 2. The participant will learners will show a participant will learners will s			
PM  March 2 - 2:50 PM - 3:10 PM  March 2 - 2:50 PM - 3:10 PM  March 2 - 2:50 PM - 3:10 PM  March 3 - 9:30 AM - 11:30 AM  March 3 - 1:45 PM - 2:05 PM  March 3 - 2:10 PM - 2:30 PM  March 3 - 2		ľ '	,
PM  March 2 - 2:50 PM - 3:10 PM  March 2 - 2:50 PM - 3:10 PM  March 2 - 2:50 PM - 3:10 PM  March 3 - 9:30 AM - 11:30 AM  March 3 - 1:45 PM - 2:05 PM  March 3 - 2:10 PM - 2:30 PM  March 3 - 2	March 2 - 2:10 PM - 2:30	Plugged in: Continuity of Services	1. The participant will define
March 2 -   2:50 PM - 3:10   Empowering Caregivers through Language   2. Explain how language   3. Identify components of the   2. Explain how language   3. Identify components of the   2. Explain how language   3. Identify components of the   2. Explain how language   3. Identify components of the   2. Explain how language   3. Identify components of the   2. Explain how language   3. Identify components of the   2. Explain how language   3. Identify components of the   2. Explain how language   3. Identify components of the   2. Participants will lexplore   2. Participants will be able to   3. Participants will lexplore   2. Learners will identify the five   2. Learners will discuss 2   3. Learners will discuss 2   4. The participant will list two   4. The participant will list two   4. The participant will list wo   4. The participant will learners   4. Learners will describe   4. Learners will discuss   4. The participant will describe   4. Describe the relationships   4. Participant will describe   4. Participant will describe   4. Participant will describe   4. Participant will describe   4. Participant will learners   4. Particip		,	
March 2 - 2:50 PM - 3:10 PM  March 2 - 2:50 PM - 3:10 PM  March 2 - 2:50 PM - 3:10 PM  March 2 - 3:15 PM - 3:35 PM  March 3 - 9:30 AM - 11:30 AM  March 3 - 1:45 PM - 2:05 PM  March 3 - 2:10 PM - 2:30 PM  March 3 - 2:10			
PM    Sampling Practices   2. Explain how language   3. Identify components of the   2. Participants will explore   2. Participants will explore   2. Participants will be able to   3. Participants will dentify the five   2. Learners will identify the five   2. Learners will discuss 2   1. The participant will list three   3. Learners will discuss 2   1. The participant will list two   2. The participant will list two   2. The participant will list two   3. Identify and articulate 1   1. Label and describe a   1. Label and describe a   1. Label and describe a   2. 2. Generate and share with   3. 3. Identify and articulate 1   1. Describe the prevalence of   2. Describe the relationships   2. Describe the relationships   3. Describe the relationships   3. Describe the relationships   3. Describe the relationships   3. The participant will define   2. The participant will describe   3. The participant will describe   3. The participant will describe   3. Participants will learn   2. Participants will learn   2. Participants will learn   2. Participants will review   3. Participants will learn   2. Participants will learn   3. Part			
March 2 - 2:50 PM - 3:10 Sensory Play to maximise listening and speaking  March 2 - 2:50 PM - 3:10 Sensory Play to maximise listening and speaking  March 2 - 3:15 PM - 3:35 SEL: Managing Big Feelings with Little Humans  March 2 - 3:40 PM - 4:00 Linking Language Building Strategies to Serve Return  March 3 - 9:00 AM - What do we know about the fathers? Research in the Field of Young Children who are Daef or Hard of Hearing  March 3 - 9:30 AM - Early Hearing Detection and Intervention Among Children with Craniofacial Anomalies On Hard of Hearing  March 3 - 1:45 PM - 2:05 Knowing your Cognitive Biases  PM  March 3 - 1:45 PM - 2:05 Knowing your Cognitive Biases  PM  March 3 - 2:10 PM - 2:30 Building 3-D Relationships in a 2-D World PM  March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to Three Period to Reach Desired Outcomes  PM  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  1. Describe evidence-based 2. Identify strategies to	March 2 - 2:50 PM - 3:10	Empowering Caregivers through Language	1. Describe how language
March 2 - 2:50 PM - 3:10 Sensory Play to maximise listening and speaking  March 2 - 3:15 PM - 3:35 SEL: Managing Big Feelings with Little Humans  March 2 - 3:40 PM - 4:00 Linking Language Building Strategies to Serve & Return  March 3 - 9:00 AM - Unit of Hearing  March 3 - 9:30 AM - Early Hearing Detection and Intervention Among Children with Craniofacial Anomalies PM  March 3 - 1:45 PM - 2:05 FM  March 3 - 1:45 PM - 2:05 FM  March 3 - 2:10 PM - 2:30 Building 3-D Relationships in a 2-D World PM  March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to PM  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement	PM	Sampling Practices	2. Explain how language
PM    Speaking   2. Participants will be able to 3. Participants will be able to 3. Participants will be			3. Identify components of the
PM  Speaking  Speaking  Speaking  Anarch 2 - 3:15 PM - 3:35  March 2 - 3:40 PM - 4:00  March 3 - 9:00 AM-  11:00 AM  March 3 - 1:45 PM - 2:05  PM  March 3 - PM  March 3 - 2:10 PM - 2:30  PM  March 3 - PM  March 3 - 2:10 PM - 2:30  PM  March 3 - 1:45 PM - 2:05  PM  March 3 - PM  Mar			
March 2 - 3:15 PM - 3:35  March 2 - 3:40 PM - 4:00 PM  March 3 - 9:00 AM - 1:00 AM Pint or Hard of Hearing  March 3 - 9:30 AM - 1:30 AM Pint or Hard of Hearing  March 3 - 1:45 PM - 2:05 PM  March 3 - 2:10 PM - 2:30 PM	March 2 - 2:50 PM - 3:10	Sensory Play to maximise listening and	1. Participants will explore
March 2 - 3:15 PM - 3:35 PM - 3:36 PM - 4:00 PM	PM	speaking	2. Participants will be able to
PM    Humans   2. Learners will list three   3. Learners will discuss 2			3. Participants will be
PM    Humans   2. Learners will list three   3. Learners will discuss 2			
March 2 - 3:40 PM - 4:00	March 2 - 3:15 PM - 3:35	SEL: Managing Big Feelings with Little	1. Learners will identify the five
March 2 - 3:40 PM - 4:00	PM	Humans	2. Learners will list three
PM March 3 - 9:30 AM - 1:45 PM - 2:05 PM March 3 - 2:10 PM - 2:30 PM March 3 - 2:10 PM March 3 - 2:1			3. Learners will discuss 2
PM March 3 - 9:30 AM - 1:45 PM - 2:05 PM March 3 - 2:10 PM - 2:30 PM March 3 - 2:10 PM March 3 - 2:1			
March 3 - 9:30 AM - 1:45 PM - 2:05 PM  March 3 - 2:10 PM - 2:30 PM  March 3 - 2:10 PM  March 3 - 2:10 PM  March 3 - 2:10 PM  March 3	March 2 - 3:40 PM - 4:00	Linking Language Building Strategies to Serve	1. The participant will link at
11:00 AM in the Field of Young Children who are Daef or Hard of Hearing  March 3 - 1:30 AM Among Children with Craniofacial Anomalies Among Children with Craniofacial Anomalies 3. Describe the relationships 2. The participant will define 2. The participant will define 2. The participant will self 3. The participant will self 3. The participant will learn 2. Participants will review 3. Participants will review 4. PM  March 3 - 2:10 PM - 2:30 P	PM	& Return	2. The participant will list two
11:00 AM in the Field of Young Children who are Daef or Hard of Hearing  March 3 - 1:30 AM Among Children with Craniofacial Anomalies Among Children with Craniofacial Anomalies 3. Describe the relationships 2. The participant will define 2. The participant will define 2. The participant will self 3. The participant will self 3. The participant will learn 2. Participants will review 3. Participants will review 4. PM  March 3 - 2:10 PM - 2:30 P			
March 3 - 2:10 PM - 2:30 PM  March 3 - 2:10	March 3 - 9:00 AM -	What do we know abou the fathers? Research	1. 1. Label and describe a
March 3 - 2:10 PM - 2:30 PM March 3 - 2:10 PM	11:00 AM	in the Field of Young Children who are Daef	2. 2. Generate and share with
11:30 AM Among Children with Craniofacial Anomalies  2. Describe the trending time 3. Describe the relationships  1. The participant will define 2. The participant will describe 3. The participant will self  2. The participant will describe 3. The participant will self  3. The participant will describe 4. Participants will learn 4. Participants will identify the 5. Participants will review 6. PM  Among Children with Craniofacial Anomalies 7. Describe the trending time 7. Describe evidence-based 7. Participants will describe 7. Participants will describe 7. Participants will describe 7. Participants will identify 7. Participants will describe 7. Participants will identify 7. Participants will describe 7. Participants will describe 7. Participants will describe 7. Participants will describe 7. Participants will identify 7. Participants will describe 7. Participants		or Hard of Hearing	3. 3. Identify and articulate 1
11:30 AM Among Children with Craniofacial Anomalies  2. Describe the trending time 3. Describe the relationships  1. The participant will define 2. The participant will describe 3. The participant will self  2. The participant will describe 3. The participant will self  3. The participant will describe 4. Participants will learn 4. Participants will identify the 5. Participants will review 6. PM  Among Children with Craniofacial Anomalies 7. Describe the trending time 7. Describe evidence-based 7. Participants will describe 7. Participants will describe 7. Participants will describe 7. Participants will identify 7. Participants will describe 7. Participants will identify 7. Participants will describe 7. Participants will describe 7. Participants will describe 7. Participants will describe 7. Participants will identify 7. Participants will describe 7. Participants			
March 3 - 1:45 PM - 2:05 PM  March 3 - 2:10 PM - 2:30 PM  March 3 - 2:10 PM  March 3	March 3 - 9:30 AM -	Early Hearing Detection and Intervention	1. Describe the prevalence of
March 3 - 1:45 PM - 2:05 PM  Arch 3 - 2:10 PM - 2:30 PM  March 3 - 2:10 PM	11:30 AM	Among Children with Craniofacial Anomalies	
PM  March 3 - 2:10 PM - 2:30 Building 3-D Relationships in a 2-D World PM  March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to Three Period to Reach Desired Outcomes  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention PM  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  2. The participant will describe 1. Participants will learn 2. Participants will describe 2. Participants will recognize 3. Participants will identify  1. Describe evidence-based 2. Identify strategies to			3. Describe the relationships
PM  March 3 - 2:10 PM - 2:30 Building 3-D Relationships in a 2-D World PM  March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to Three Period to Reach Desired Outcomes  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention PM  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  2. The participant will describe 1. Participants will learn 2. Participants will describe 2. Participants will recognize 3. Participants will identify  1. Describe evidence-based 2. Identify strategies to			
March 3 - 2:10 PM - 2:30 Building 3-D Relationships in a 2-D World PM  March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to Three Period to Reach Desired Outcomes  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  3. The participant will self  1. Participants will describe  2. Participants will describe  2. Participants will recognize  3. Participants will identify  1. Describe evidence-based  2. Identify strategies to		Knowing your Cognitive Biases	
March 3 - 2:10 PM - 2:30 Building 3-D Relationships in a 2-D World PM  March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to Three Period to Reach Desired Outcomes  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  1. Participants will learn 2. Participants will describe 2. Participants will recognize 3. Participants will identify  1. Describe evidence-based 2. Identify strategies to	PM		·
PM  March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to Three Period to Reach Desired Outcomes  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  2. Participants will identify 1. Participants will describe 2. Participants will recognize 3. Participants will identify 1. Describe evidence-based 2. Identify strategies to			3. The participant will self
PM  March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to Three Period to Reach Desired Outcomes  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  2. Participants will identify 1. Participants will describe 2. Participants will recognize 3. Participants will identify 1. Describe evidence-based 2. Identify strategies to			
March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to Three Period to Reach Desired Outcomes  March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to Three Period to Reach Desired Outcomes  3. Participants will describe 2. Participants will recognize 3. Participants will identify  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  2. Identify strategies to		Building 3-D Relationships in a 2-D World	
March 3 - 2:10 PM - 2:30 Empowering Parents: Navigating the Birth to PM Three Period to Reach Desired Outcomes 2. Participants will recognize 3. Participants will identify  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention PM Through Quality Improvement 2. Identify strategies to	PM		
PM Three Period to Reach Desired Outcomes  2. Participants will recognize 3. Participants will identify  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention PM Through Quality Improvement  2. Identify strategies to			3. Participants will review
PM Three Period to Reach Desired Outcomes  2. Participants will recognize 3. Participants will identify  March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention PM Through Quality Improvement  2. Identify strategies to			
March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement  3. Participants will identify  1. Describe evidence-based  2. Identify strategies to			·
March 3 - 2:10 PM - 2:30 Facilitating Infant Language Intervention Through Quality Improvement 1. Describe evidence-based 2. Identify strategies to	PM	Three Period to Reach Desired Outcomes	
PM Through Quality Improvement 2. Identify strategies to			3. Participants will identify
PM Through Quality Improvement 2. Identify strategies to			
, , ,			
3. Identify modern quality	PM	Through Quality Improvement	
			3. Identify modern quality

1			
March 3 -	2:50 PM - 3:10	Effects of COVID on Parenting & Mental	1. List screening tools for
PM		Health: What can you do to support families?	2. Discuss the impact of COVID
March 3 - PM	2:50 PM - 3:10	Preparing Family-Centered El Professionals	Attendees will list and     Attendees will demonstrate
			3. Attendees will identify gaps
March 3 -	2:50 PM - 3:35	Teaching Children with Secondary	1. At the end of this session,
PM		Complicating Factors: Expecting More	2. At the end of this session,
			3. At the end of this session,
March 3 -	3:15 PM - 3:35	Application of Strategies for Fostering JOY:	1. 1. Describe at least two
PM		Suggestions for Professionals and Families	2. 2. Identify two or more
			3. 3. Generate a self-statement
March 3 -	3:40 PM - 4·00	A Guide for Parents: understanding best	1. o The participants will
PM	3.101141 1.00	practice recommendations for children with	2. o The participants will glean
		unilateral hearing loss	3. o Participants will have
		<b>6</b>	
March 3 -	3:40 PM - 4:00	Family-Centered Intervention: The Sibling	1. Participants will describe
PM		Perspective	2. Participants will identify the
			3. Participants will create an
March 3 -	3:40 PM - 4:00	Intervention services across the nation are	1. The learner will be able to
PM		they enough?	2. The learner will be able to
March 3 -	3:40 PM - 4:00	The Early Hearing Detection & Intervention -	1. Participants will be able to
PM		Pediatric Audiology Links to Services (EHDI-	2. Participants will be able to
		PALS) Program updates and Enhancements	3. Participants will be able to
March 4 -	9:00 AM -	Tele-Education: Supporting Deaf and Hard of	1. Participants will be able to
11:00 AM		Hearing Students in the Mainstream	2. Participants will be able to
			3. Participants will understand
March 4 -	1:20 PM - 1:40	Child Care Settings: Front Line Support for	1. Participants will be able to
PM		Families	2. Participants will identify
			3. Participants will discuss
March 4 -	1:45 PM - 2:05	Creating a hybrid preschool	1. Identify the benefits of an
PM			2. How to create a hybrid
			3. How to engage and support
March 4 -	1:45 PM - 2:05	Ohio Valley Voices and Dayton Children's	1. The learning will identify 3
PM	, ,	Hospital Collaborative	2. The learning will describe
			3. The learning will summarize
Marsh 4	1.45 DM 2.05	Tracking Farky Intervention Cut	1 Evalain the access ftl.
March 4 -	1:45 PIVI - 2:05	Tracking Early Intervention Outcomes at the	1. Explain the purpose of the

PM		Program, State, and National Levels	2. List the benefits associated
			3. Describe the challenges of
March 4	2·10 DM 2·20	Data Sharing of Early Intervention Outcomes:	1. Participants will examine a
PM	2.10 PW-2.30	A model for change	2. Participants will be able to
PIVI		Amoderior change	
			3. Participants will list the
March 4 -	2:10 PM - 2:30	Successful Teletherapy Sessions: During	1. 1. At the end of this session,
PM		COVID and Beyond	2. At the end of this session,
			3. At the end of this session,
	2:50 PM - 3:10	Crash and Catch-up: Follow-up Protocols in	1. 1. Review how COVID-19
PM		Response to Covid-19.	2. 2. Discuss steps taken by
			3. 3. Evaluate the current
March 4 -	2:50 PM - 3:10	Routine Ready- Embedding CASLLS into	1. Parents and Professionals
PM		Home Activities	2. Parents and Professionals
		The me	3. Parents and Professionals
			3.1 dreites dita i Totessionals
March 4 -	2:50 PM - 3:10	Self-Advocacy for Children who are Deaf and	1. Participants will identify
PM		Hard of Hearing	2. Participants will explore
			3. Participants will review self-
March 4 -	3:15 PM - 3:35	Socialization Skills for Chidren who are	1. Attendees will learn what
PM		Deaf/Hard of Hearing	2. Attendees will gain an
			3. Professionals will leave with
March 4 -	3:40 PM - 4:00	Tele-Practice in the Age of Covid-19; A Virtual	1. participants will be able to
PM		Health Clinic for Children with Cochlear	2. participants will be able to
		Implants	3. participants will be able to
March 5 -	9:30 AM -	The Role of Socio-Economic Factors on	1. Participants will be able to
12:30 PM		Longitudinal Outsomes of Children who are	2. Participants will be able to
		Deaf or Hard of Hearing	3. Participants will be able to
March 5 -	10:30 AM -	JCIH Position Statement	1. Clarify the new aspects of the
2:30 PM			2. Allow participants to seek
2.50 1			217 mow parenoipants to seek
March 5 -	12:00 PM -	IDEA and Advocacy Learning Session	1. Participants will gain
5:00 PM			2. Participants will gain
			3. Tools and Strategies will be
NAccele 5	1.00 554 3.00	Devents and Duef-sei-se-la Tarrella Co	4 Dantisingstandle stated
March 5 -	1:00 PM - 3:00	Parents and Professionals Team Up for	1. Participants will explain the
PM		Speech!	2. Participants will review
			3. Participants will apply the

## Courses

Curses	CDEA WEDIO
SUMMARY	SPEAKER(S)
Children who are deaf or hard of hearing	Amy Szarkowski, Candace Lindow-Davies
(DHH) who have other challenges, often	
referred to as DHH Plus, are estimated to	
comprise 40% of children identified as	
This session will explore the evolution of	Michelle Graham, Cheryl Broekelmann
using the coaching model as a process to	
deliver therapy via the internet to	
children with hearing loss during a time	
Parents and caregivers are the primary	Uma Soman, Ahladhini Rao
facilitators of language development in	
the early years. The shift to receiving	
services through tele-intervention has	
"Timmy loves messy play, so we can use	Louise Ashton
that to help him follow a plan in two	
steps and understand action words like	
pour and wipe," These are the self-	
Every child should have the opportunity	Sherri Fickenscher, Courtney McGee
to meet their full potential. Research is	,
continuing to show the impact that	
social and emotional learning (SEL) plays	
What an amazing accomplishment	Sherri Fickenscher
learning to talk is for any child	
considering the complexity and	
Much of what is known about the	Amy Szarkowski, Evelien Dirks
experiences and perceptions of	,
parenting children who are deaf or hard	
of hearing (DHH) is based on input from	
In the United States, craniofacial	JJ Whicker
anomalies (CFA) occur in nearly 1 per	
1600 infants (World Health Organization	
[WHO], 2001). CFA are congenital	
In this session we will explore a variety of	Michelle Graham
cognitive biases and why they are	
necessary shortcuts when receiving and	
interpreting information. A cognitive	
Whether we're parents, teachers,	Cassandra Fogelstrom, Elizabeth Parker
students or children, we human beings	edssariara i ogersti om, Enzabeti i arkei
are social animals. We live in packs and	
we survive and thrive because we learn	
Attendees will learn about the	Gayla Guignard, Julie Swaim
	Gayra Guigharu, June Swaiin
importance of supporting and	
empowering parents and caregivers from	
the point of a child's newborn hearing	Handa Sindles Cina Handa Sind Handa
Successful early intervention for children	Ursula Findlen, Gina Hounam, Lindsey
with hearing loss requires careful	Pauline, Kris Jatana, Prashant Malhotra
coordination between families and	

multiple medical providers. During the	
Early childhood deafness presents	Ivette Cejas, Chrisanda Sanchez, Jennifer
unique and long-term challenges,	Coto
including communication difficulties,	
Eight of the principles in the 2019 Joint	Elizabeth Rosenzweig, Jenna Voss
Committee on Infant Hearing Position	<b>.</b>
Statement begin with the words, "The	
EHDI system should be family	
Engaging young children who are deaf or	Judy Schlesinger, Betsy Moog Brooks
hard of hearing is challenging and	
teaching young children who are deaf or	
hard of hearing who present with	
We (heart) Fostering Joy! Parents and	Amy Szarkowski, Beth Jones, Nicole
professionals continue to collaborate to	Hutchinson, Candace Lindow-Davies,
assist families of children who are deaf or	Jennifer Clark
hard of hearing (DHH) to experience joy	
In 2019, the Consensus practice	Janet DesGeorges, Shelli Janning
parameter: audiological assessment and	and a constant of the constant
management of unilateral hearing loss in	
children was published in the	
Family-centered intervention is an	Uma Soman, Amanda Dunaway, Juliana
evidence-based approach to ensure that	Gebhardt , Holly Riegel
families/ caregivers are empowered to	, , ,
help their children achieve their full	
This presentation will describe the	Mallene Wiggin, Allison Sedey, Christine
impact of intervention on children who	Yoshinaga-Itano, Craig Mason
receive different amounts of	, ,
EHDI-PALS is a web-based searchable	Randi Winston-Gerson, Daniel Ladner,
national directory designed to assist	Vicki Hunting
families, healthcare professionals and	
state public health organizations identify	
	Alexandria Mestres
and early intervention, more deaf and	
hard of hearing students are finding their	
way into mainstream environments.	
Childcare and early childhood education	Denise Eng, Charlotte Mullen
centers play many essential and	G.
invaluable roles for families and	
communities. Providers and teachers	
Children with hearing loss benefit from	Bridgette Klaus, Liliana Santana, Marissa
interacting with their peers. At John	Simoni, Jamie Frost
Tracy Center we utilize an inclusion	
model in order for children to interact	
In May of 2019, Oho Valley Voices (OVV)	Maria Sentelik, Terry Wiegel
an early intervention program for	, ,
children who are deaf or hard of hearing	
in Loveland, Ohio and Dayton Children's	
The Outcomes and Developmental Data	Allison Sedey, Eric Cahill, Marcus Gaffney

Assistance Center for EHDI Programs	
(ODDACE) is a new CDC-funded technical	
assistance center that supports early	
In the absence of timely and appropriate	Kristina Blaiser, Brian Shakespeare,
early intervention (EI), children who are	Gabriel Bargen
D/HH are at risk for developmental	Gabriel Bargeri
delays (Ching et al., 2013; Tomblin et al.,	
COVID-19 brought with it the challenge	Betsy Moog Brooks, Tabitha Holtmeyer
of switching from in-person to internet	
services. This responsibility to provide	
quality services via the internet to	
When the COVID-19 pandemic hit in	Ursula Findlen, Gina Hounam, Mallory
early 2020, employees urgently pivoted	Minter-Mohr, Reena Kothari, Lisa Hunter
practice patterns to align with varying	,,,
models of public health orders. In many	
Language development is meant to be	Kaytlin Ward, Lauren Smith
functional and help a child	,
communicate successfully in their	
typical settings. When learning activities	
Self-advocacy has become a buzzword in	Cindy Camp
special education. It is the ability to	oma, camp
make one's own decisions and learn how	
to speak up for oneself. While it may	
Andrea Marwah received her BA degree	Andrea Marwah
in Psychology from North Central	
College in Naperville, Illinois. Since her	
daughter was diagnosed with hearing	
Our program has had tele-intervention,	Hannah Eskridge
tele-audiology and virtual coaching in	G
various aspects for the last several years.	
However, once things shut down	
Information about the role of maternal	Christine Yoshinaga-Itano, Mallene
level of education, race/ethnicity, age of	Wiggin, Allison Sedey, Craig Mason
the mother, smoking in pregnancy,	, ,
Medicaid/self pay/insurance, and	
The new Joint Committee on Infant	Craig Buchman , Meredith Sugar, Karen
Hearing (JCIH) Position Statement was	Munoz, Christine Yoshinaga-Itano,
published in the Journal of Early Hearing	Patricia Burk, Ryan McCreery, Alison
What makes a parent a successful	Andrea Marwah
advocate for the child who is deaf/HOH?	
What helps a professional understand	
what a parent is going through? Legal	
Newborn hearing screening has made the	Mary McGinnis, Fernanda Hinojosa,
promise of early identification and	Brianda Campero
intervention a reality for so many	
infants. Screening by the age of 1 month,	