

7th Annual Tom Davidson Memorial Conference

Friday September 20, 2019 8:00am-4:45pm

Holiday Inn World's Fair Park, Knoxville, TN

“Early Intervention Challenges and Strategies for Addressing the Needs of Families and Children who are Deaf or Hard of Hearing from Diverse Cultural and Linguistic Backgrounds”

Speaker: Christine Yoshinaga-Itano, PhD

Dr. Christine Yoshinaga-Itano is a Professor Emerita of the Department of Speech, Language & Hearing Sciences and is currently a Research Professor, in the Institute of Cognitive Science, faculty in the Center for Neurosciences at the University of Colorado, Boulder, adjunct faculty in the Department of Otolaryngology and Audiology at the University of Colorado, Denver, Visiting Professor at the University of Witwatersrand, South Africa, Centre for Deaf Studies and an international doctoral faculty board member in the Department of Human Sciences, Psychology area, at the University of Verona. She developed the Marion Downs Center in 1996 and received funding from the National Institutes of Health, Centers for Disease Control, Maternal & Child Health, the Office of Special Education, Office of Education and National Institute on Disability, Independent Living, and Rehabilitation Research since the early 1980s.



Course Description

These presentations will address the needs of families and children who are 1) immigrants/refugees born in other countries and now living in the United States, 2) in which parents are from other countries and children are born in the United States, 3) children are adopted from other countries whose parents do or do not speak their native language, 4) children whose families have been in the

United States for generations but speak a language other than English in the home or speak another language in addition to English spoken in the home, 5) children whose families speak a creole or a dialect of English in the home and 6) children whose families are temporarily in the United States but plan to return to their native countries. How the acoustics of the native language can be addressed through hearing aid programs, cochlear implant maps, and modifications to auditory skill development goals and strategies. Additionally, the role of the development of semantics, phonology, syntax/morphology in the native language as compared to English will be addressed. Cultural issues which may present both challenges and opportunities for families from diverse language backgrounds will also be illustrated through examples of families who have struggled with these issues.

Learning Objectives

1. Identify the different groups of families living in the United States and its territories who do not speak English in the home with their children. Identify how the characteristics of the group might alter your chosen early intervention strategies.
2. Identify the role of culture, history and religion on expectations of the family about treatment options and anticipated outcomes for children who are deaf or hard of hearing
3. Identify the role of the acoustics of the native/heart language and the development of the heart language on programming of hearing aids, mapping of cochlear implants, and designing and implementing listening and spoken language objectives and strategies.
4. Identify support personnel, resources, diagnostic language assessment tools for diagnosis and progress monitoring for heart language, and for bilingual language development.
5. Identify barriers/challenges related to family/culture beliefs about children with disabilities, particularly children who are deaf or hard of hearing.

“Cultural Sensitivity”



Michael Douglas, MA CCC-SLP

Michael is a speech-language pathologist and a certified Auditory-Verbal Therapist. He received his BA in speech-language pathology in 1994 and an MA in 1996 from the University of North Texas. He received his certification in auditory-verbal therapy in 2002. He has focused his career on teaching children with hearing loss to listen and speak in various settings including early childhood programs, schools, hospitals, private practice, and cochlear implant centers. He served as the Principal of the Mama Lere Hearing School in the Bill Wilkerson Center at Vanderbilt University, Nashville, TN between 2012 and 2016. Currently he is an employee of Med-El as a Consumer Engagement Program Manager for (re)habilitation, lectures worldwide and has contributed to several peer review publications. He is the author of Dual-Language Learning for Children with Hearing Loss.



Myriam DeLa Asunción, AuD CCC-A

Dr. De La Asuncion is an audiologist and received her doctorate degree from the University of Florida in 2005. Since then she has focused her career in working with children with cochlear implants and their families in conjunction with multidisciplinary teams in various clinical settings such as Beth Israel Medical Center/NYEE CI Program, Cochlear Americas, and the Barton G. Kids Hear Now CI Program at the University of Miami. She has a passion for the field and in her current role at MED-EL, as the Program Manager for the Bilingual Programs. She continues to utilize her clinical expertise, counseling, and education to assist Spanish speaking populations in providing appropriate support to candidates, recipients, and professionals that serve them.

Course Description

A culturally sensitive perspective changes the way we approach, counsel, support, and provide services to our Hispanic families who have children with hearing loss. Through transformational leadership practices, this presentation will guide participants to uncover their personal journey towards cultural competence and explore informational counseling techniques.

Learning Objectives

1. Identify at least one personal trigger and a tool that can diffuse negative reactions regarding cultural differences
2. List five reflective questions to help serve the Hispanic/Latino community
3. Identify two opportunities for improvement in personal practices related to cultural sensitivity
4. Analyze five case examples and generated improved culturally sensitive responses.

“Clinical Ethics and Multiculturalism: The Tale of Two Cases”



Patti Johnstone, PhD

Dr. Johnstone is an Associate Professor and Director of Clinical Education & Clinical Research in Audiology at the University of Tennessee Health Science Center. Dr. Johnstone began her career as a clinical audiologist in 1984. In 1998, she left clinical practice to earn a PhD at the University of Wisconsin-Madison. In 2006, she joined the UTHSC Department of ASP as an academic faculty member directing the audiology clinic, directing clinical education in audiology, and directing the UT Spatial Hearing Lab. Since 2004, Dr. Johnstone has published and presented clinical outcomes research involving children with hearing loss.

Nola Radford, PhD

Nola Radford is a Professor and Director of Clinical Education & Clinical Research in Speech Pathology at the University of Tennessee Health Science Center. Dr. Radford began her career as a speech pathologist in 1981. In the 1980s, she returned to graduate school and earned her PhD at the University of Memphis, with emphasis on language development and disorders in children. She completed postdoctoral studies in 2001 while serving at the University of Texas Pan-American through the Center on Minority Research in Special Education of the University of Virginia. In 2016, she joined UTHSC Department of ASP as a clinical faculty member, directing speech pathology services and directing clinical education in speech pathology. Her research focus since 2016 has concerned student engagement and inter-professional collaboration in research, teaching, and service.



Course Description

This course will discuss clinical ethics in the context of inter-professional collaboration (IPC) between audiology and speech-language pathology. The presenters will address the role that culture plays in clinical decision making. Two clinical scenarios will illustrate how clinicians can analyze a situation in a culturally sensitive manner while working with hearing impaired children and their families.

Learning Objectives

1. Define “clinical ethics,” “culture,” and “clinical decision making.”
2. Summarize concepts such as autonomy, stereotype, and stereotype threat, and how they influence clinical outcomes.
3. Analyze ethical and cultural factors that may affect clinical decision making when working with children with hearing loss.

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Agenda

8:00-8:30am	Registration, Breakfast and Exhibits
8:30-8:45am	Welcome and Introductions
8:45-9:45am	Christine Yoshinaga-Itano, PhD Early Intervention Challenges and Strategies for Addressing the Needs of Families and Children who are Deaf or Hard of Hearing from Diverse Cultural and Linguistic Backgrounds
9:45-10:00am	Break with Exhibitors
10:00-11:00am	Christine Yoshinaga-Itano, PhD Continuation
11:00-12:00pm	Michael Douglas, MA, Myrium DeLa Asuncion, AuD Cultural Sensitivity: Exploring Personal Triggers and Tools that Enhance our Sensitivity
12:00-12:15pm	Break with Exhibitors
12:15-1:15pm	Lunch- Patti Johnstone, Ph.D, Nola Radford, Ph.D Clinical Ethics and Multiculturalism: The Tale of Two Cases
1:15-1:30pm	Break
1:30-2:30pm	Michael Douglas, MA, Myrium DeLa Asuncion, AuD Cultural Sensitivity: Reflective Questioning
2:30-3:30pm	Michael Douglas, MA, Myrium DeLa Asuncion, AuD Cultural Sensitivity: Case Examples
3:30-3:45pm	Break
3:45-4:45pm	Michael Douglas, MA, Myrium DeLa Asuncion AuD Cultural Sensitivity: Informational Counseling Techniques

 <p>APPROVED PROVIDER ASHA CONTINUING EDUCATION <small>AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION</small></p>	<p>University of Tennessee • Department of Audiology and Speech Pathology 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.</p>
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This course is offered for 0.70 ASHA CEU (Intermediate level, Professional Area)

Speaker Disclosures

Dr. Christine Yoshinaga-Itano

Financial Relationships

- Christine Yoshinaga-Itano will receive an honorarium from UTHSC Department of Audiology and Speech Pathology for today's presentation

Non-Financial Relationships

- Dr. Yoshinaga-Itano is a Scientific Advisory Board Member

Dr. Patti Johnstone

Financial Relationships

- Patti Johnstone is a faculty member at UTHSC Department of Audiology and Speech Pathology

Non-Financial Relationships

- Dr. Johnstone has no non-financial relationships relevant to the content of the session

Dr. Nola Radford

Financial Relationships

- Dr. Radford is a faculty member at UTHSC Department of Audiology and Speech Pathology

Non-Financial Relationships

- Dr. Radford has no non-financial relationships relevant to the content of the session

Michael Douglas

Financial Relationships

- Michael Douglas is an employee of Med-EL Corporation.
- Mr. Douglas is the author of Dual-Language Learning for Children with Hearing Loss. His book was purchased by MED-EL and he does not receive royalties on the material.

Non-Financial Relationships

- Mr. Douglas has no non-financial relationships relevant to the content of the session

Dr. Myrium DeLa Asuncion

Financial Relationships

- Dr. DeLa Asuncion is an employee of MED-EL Corporation.

Non-Financial Relationships

- Dr. DeLa Asuncion has no non-financial relationships relevant to the content of the session