

## FIRST YEARS: Professional Development Through Distance Education for EHDI Service Providers

Kathryn Wilson, M.A., CCC-SLP, LSLS Cert. AVT  
EHDI Conference 2010  
Chicago, Illinois  
March 2, 2010

<http://firstyears.org>

# FIRST YEARS

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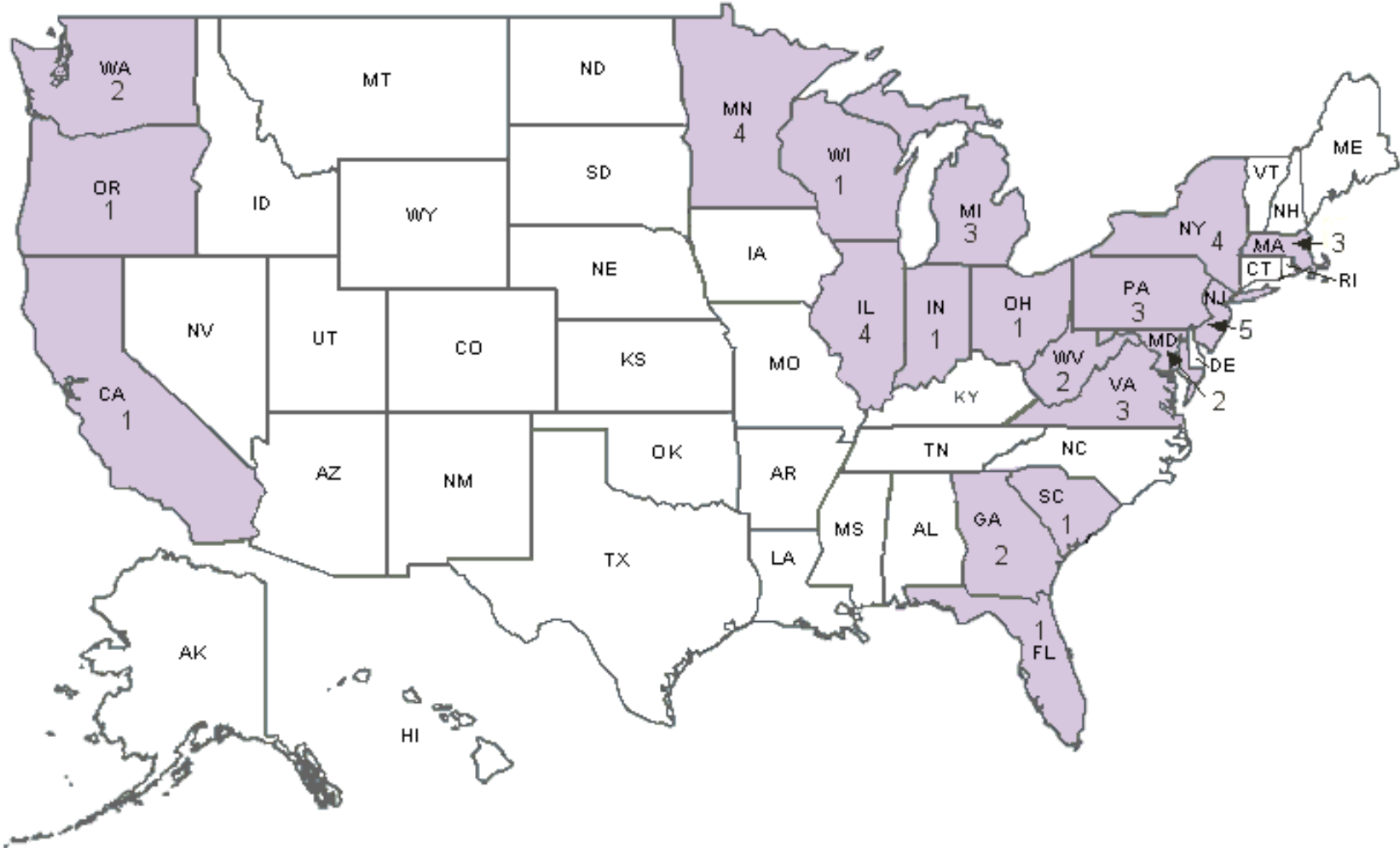
- Certificate program designed for practicing professionals interested in expanding their knowledge and skills related to listening and spoken language approaches.
  - Speech-Language Pathologists
  - Audiologists
  - Early Interventionists
  - Educators

# FIRST YEARS

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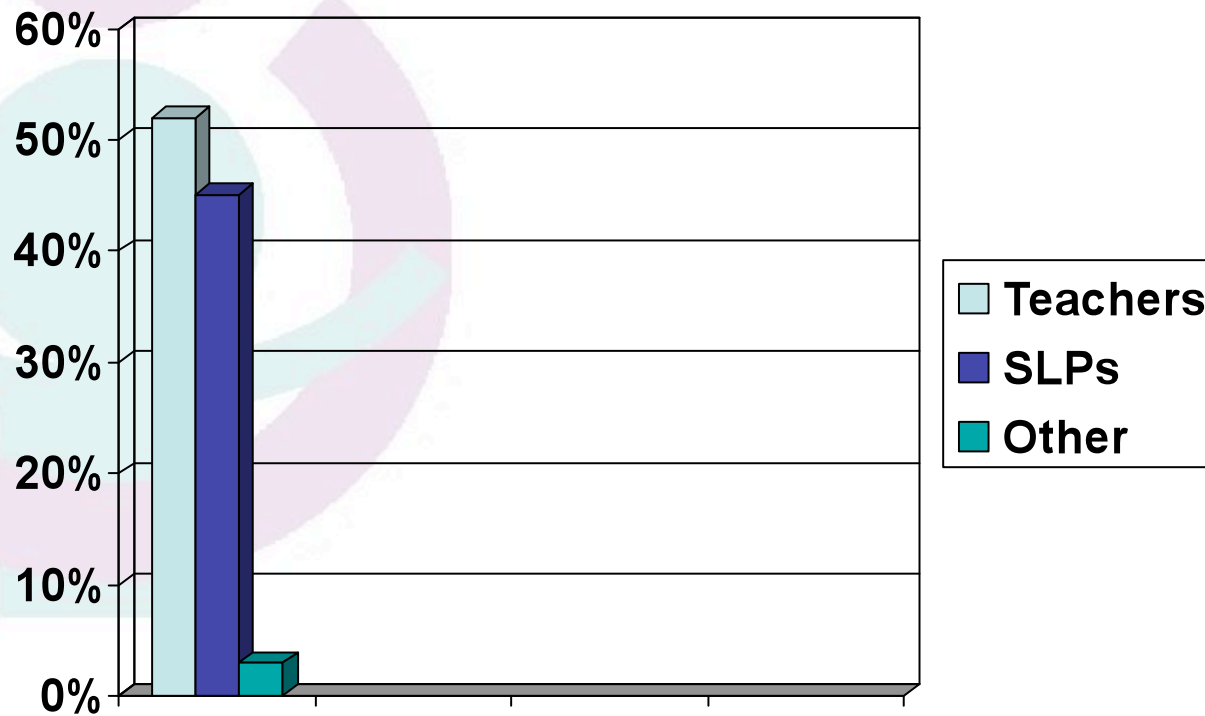
- Program was launched in 2004
- Housed at the University of North Carolina-Chapel Hill
- Began as a collaborative between UNC and the Alexander Graham Bell Association
- Certificate components
  - Five courses
  - Mentored experience
- A new cohort is admitted annually
- Graduates from 20 states

# FIRST YEARS Graduates



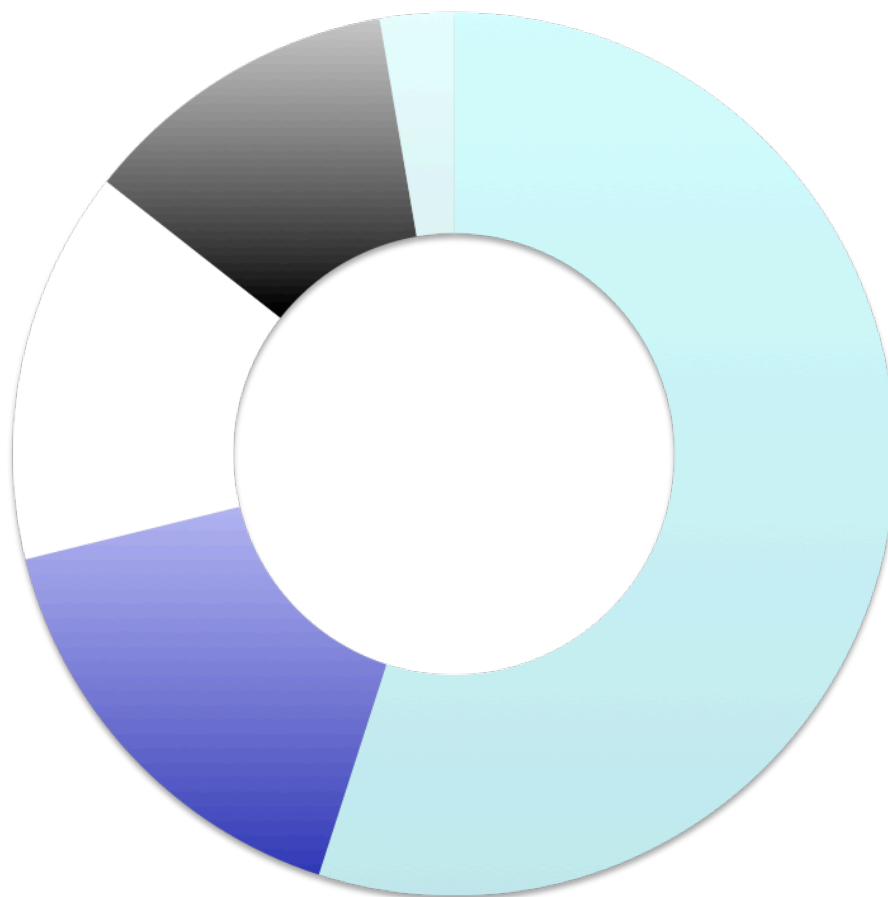
# More about our students

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# More about our students...

## Settings....



- Public School
- Private School
- EI/Home Based
- Hospital/Clinic
- Private Practice

# Program Goal

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- To provide professional development that is:
  - Academically rigorous
  - Accessible
  - Focused on Listening and Spoken Language in children birth – eight years
  - Experiential and applicable

# Academically Rigorous

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- Survey of Topics in Speech and Hearing
- Audiology Interpretation and Hearing Technologies
- Basic Speech Acoustics
- Listening and Spoken Language Development and Intervention
- Literacy Development in Young Children with Hearing Loss
- Mentorship



# Survey of Topics in Speech and Hearing

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- Families & Teams
- Basic Speech Acoustics
- Audiology Interpretation & Hearing Technologies
- Typical Development in Speech, Language and Listening
- Emergent Literacy

# Audiology Interpretation & Hearing Technologies

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- Development of the Hearing Mechanism
- When Something Goes Wrong: Hearing Loss in Children & Its Causes
- Newborn Hearing Screening & Follow Up
- Audiological Assessment
- Amplification Options
- Cochlear Implants

# Basic Speech Acoustics

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- Acoustic Phonetics: What and Why?
- The Primary Acoustic Dimensions of Sound, or Wow! Look What Your Ears Can Do!
- The Mechanics of Sounds in English: Sources and Filters
- Acoustic Correlates of Consonants
- Speech Perception

# Listening & Spoken Language Development & Intervention

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- Foundations: Speech, Language and Auditory Development
- Auditory Development, Assessment, and Facilitation of Auditory Learning
- Normal Language Development: Foundations
- Tracking Language Development: The Roadmaps
- Language Development: Assessment and Intervention
- Speech Development, Assessment and Intervention

# Literacy Development in Young Children with Hearing Loss

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- Hearing and Literacy: Why They are Important and How Hearing Makes Literacy Easier
- Theories of Literacy: What Is Known Currently About How Reading and Writing Work?
- Spoken Language: Making the Move from Speaking to Reading and Writing
- Learning to Read: How to “Normalize” the Process
- Learning to Write: How to Work with Writing Along with Reading
- What Can Be Accomplished? And Other Questions ...

# Accessible

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- Asynchronous =
  - any time
  - any place
  - any pace

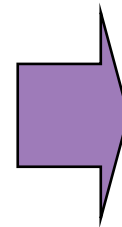
“On average, students in online learning conditions performed better than those receiving face-to-face instruction”--The U.S. Department of Education by SRI International (2009)

# Accessible

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- **FIRST YEARS** utilizes Blackboard as the course management tool.

<http://blackboard.unc.edu>



<http://firstyears.org>

# Listening and Spoken Language Focus

- Characteristics of today's children....
  - Early identified
  - Early access to technology
  - Parental choice of listening and spoken language
- Qualified professionals are needed to provide appropriate intervention for a new generation of infants, toddlers, and children.



# Listening and Spoken Language Focus

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- All children are deserving of qualified educators and related service personnel.
- The Challenge!
  - Shortage of trained professionals
- “The lack of available trained professionals presents tremendous challenges to states in responding to the legal mandates delineated by IDEA.” --Proctor, Niemeyer, & Compton (2005)

# Experiential and Applicable

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- Mentorship
  - Begins in 2<sup>nd</sup> semester
  - 10-day onsite requirement
  - 5 consecutive days onsite for the first week
  - Remaining 5 day requirement (not necessarily consecutive days)
    - At mentorship site
    - Mentor visit to student's site

## Experiential and Applicable

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- Effective training initiatives emphasize feedback and follow-up—Westchester Institute for Human Services Research (1998)
- Mentors encourage self-assessment and help students target professional development goals to work toward during the experience and beyond.

# Mentorship Sites...

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- CASTLE – Durham, NC
- Clarke School East – Canton, MA
- Cleveland Clinic – Cleveland, OH
- Cook Children's – Ft. Worth
- DePaul School – Pittsburgh, PA
- Jean Weingarten Peninsula Oral School – Redwood City, CA
- Hearts for Hearing – Oklahoma City, OK
- St. Joseph Institute – Indianapolis, IN
- The River School – Washington DC
- Tucker Maxon Oral School – Portland, OR
- University of Michigan Cochlear Implant Program – Ann Arbor, MI

<http://firstyears.org/partners.htm>

<http://firstyears.org>



# Blackboard Demonstration

<http://firstyears.org>

# Blackboard demonstration

Blackboard Academic Suite - Mozilla Firefox

File Edit View History Bookmarks Tools Help

Blackboard Academic Suite

# Blackboard.unc.edu

**Latest Announcements**

**TECHNICAL ANNOUNCEMENT**

**Service downtime rescheduled for Saturday, November 14, 2009 from 5 to 6 AM.**

During this time <https://blackboard.unc.edu> will be unavailable to users while ITS applies an Oracle security patch to the Blackboard database.

**October 29, 2009**

Please select a log in option below:

**Onyen or Guest ID Log In**

**Non-Onyen Log In**

[Having trouble logging in?](#)

Done

# Blackboard demonstration

The screenshot shows a Mozilla Firefox browser window titled "Blackboard Academic Suite - Mozilla Firefox". The address bar shows "Blackboard Academic Suite". The page header includes the Blackboard logo and "unc.edu" with navigation links for Home, Help, and Logout. Below the header, there are tabs for "Bb Desktop" and "Courses". The "Courses" tab is active, showing a course titled "FIRST YEARS - SPECIAL TOPICS IN SPEECH AND HEARING: A SURVEY (SPHS333.001.0G)".

On the left side, there is a vertical navigation menu with buttons for: Announcements, Course Information, Staff Information, Course Documents, Assignments, Communication, Discussion Board, E-reserves, Student Tools, and External Links. A purple arrow points to the "Announcements" button.

The main content area shows an "Announcements" section with a red pushpin icon. Below it is a logo for "first years Professional Development through Distance Education". A welcome message is posted on "Mon, Aug 24, 2009 -- Welcome!" by Kathryn Wilson. The message reads: "It is my pleasure to welcome you to your first course in the program. I feel that the process of getting to know you has been underway for many months as you have gone through the application and acceptance process. Now it is time for you to get acquainted with Dr. Goldberg and your fellow classmates."

<http://firstyears.org>

# Blackboard demonstration

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blackboard.unc.edu Home Help Logout

Bb Desktop Courses

FIRST YEARS - SPECIAL TOPICS IN SPEECH AND HEARING: A SURVEY (SPHS333.001.0G) >

**Staff Information**

**Donald Goldberg, Ph.D., CCC-SLP/A, FAAA, Cert. AVT**

**Email** [dmgoldberg@adelphia.net](mailto:dmgoldberg@adelphia.net)

**Work Phone** O: (216) 444-5371; (216) 444-0187

**Office Location** Cleveland Clinic Foundation  
9500 Euclid Avenue, A-71  
Head and Neck Institute  
Cleveland, OH 44195

**Personal Link** [http://my.clevelandclinic.org/staff\\_directory/6/staff\\_5975.aspx](http://my.clevelandclinic.org/staff_directory/6/staff_5975.aspx)

**Notes**  
Donald M. Goldberg, Ph.D., CCC-SLP/A, FAAA, Cert. AVT, is the Co-Director of the Hearing Implant Program (HIP) at the Cleveland Clinic in Ohio. Dr. Goldberg is both a speech-language pathologist and

Done



# Blackboard demonstration

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Bb Desktop Courses

FIRST YEARS - SPECIAL TOPICS IN SPEECH AND HEARING: A SURVEY (SPHS333.001.0G) >

- Unit 2. Basic Speech Acoustics**  
Date due: 8 Sept. - 22 Sept.  
Contributing authors:  
[Carolyn Brown](#), M.S., CCC-A / SLP  
[Pratibha Srinivasan](#), M.A.  
[Kathryn Wilson](#), M.A., CCC-SLP, Cert. #VT
- Unit 3. Audiology Interpretation**  
Date due: 22 Sept. - 13 Oct.
- Unit 4, part 1. Hearing Technologies - Hearing Aids**  
Date due: 13 Oct. - 20 Oct.  
Contributing author:  
[Patricia Roush](#), M.A.

Done

# Blackboard demonstration

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Bb Desktop Courses

- Announcements
- Course Information
- Staff Information
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FIRST YEARS - SPECIAL TOPICS IN SPEECH AND HEARING: A SURVEY (SPHS333.001.0G) >

**Introduction**

The overall goal of the pediatric audiology assessment is to characterize the child's hearing loss in terms of *type* (conductive, sensorineural, central, or mixed), *degree* (mild, moderate, severe, profound), and *configuration* bilateral vs. unilateral, high- vs. low-frequency, symmetric vs. asymmetric). And to do so in a timely manner! The earlier we define hearing loss, the earlier we can select and fit appropriate amplification devices, making it possible to reduce the negative effects of hearing loss on speech and language as the child develops. Or in the words of Marion Downs, considered the "mother" of pediatric audiology:

"If a child can be identified at birth and receive immediate intervention, we have done our jobs... On the other hand, if we don't detect the hearing loss until the child reaches 2 years of age, that child has, in most cases, lost the opportunity to catch up with others his or her own age."<sup>1</sup>

Universal Newborn Hearing Screening (UNHS)

- [Childhood Hearing Loss](#)
- [Audiological Assessment](#)
- [Physiological Test Methods](#)
- [Behavioral Audiometry](#)
- [Speech Audiometry](#)
- [Audiological Report](#)
- [CASE STUDY: Family Matters](#)

# Blackboard demonstration

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Bb Desktop Courses

**Announcements**

**Course Information**

**Staff Information**

**Course Documents**

**Assignments**

**Communication**

**Discussion Board**

**E-reserves**

**Student Tools**

**External Links**

[FIRST YEARS - SPECIAL TOPICS IN SPEECH AND HEARING: A SURVEY \(SPHS333.001.0G\)](#)

**Physiological Test Methods**  
 Physiological tests directly measure the ear's physical (acoustic or neural) responses to sound... the type, degree, or configuration of hearing loss when behavioral test results cannot be obtained... these tests can be conducted while the infant or child is awake but quiet (e.g. acoustic immittance measures). Other brainstem response (ABR) testing, will typically require that the child be asleep during the test.

Because physiologic tests are easily automated, they play an extremely important role in mass hearing screening in *Hearing*, a site sponsored jointly by the Boys Town National Research Hospital and NIDCD, provides an excellent overview of physiologic tests in Universal Newborn Hearing Screening (UNHS). Take time to review the site now.

My Baby's Hearing: [Newborn Screening](#)

Physiological tests as a function of targeted location in the auditory system		
Procedure	Target	Purpose
<ul style="list-style-type: none"> <li>evoked otoacoustic emissions (EOAE) (birth - adulthood)</li> </ul>	cochlea	Verifies integrity of only the outer hair cells of the cochlea. Used to determine whether a hearing loss is based in the cochlea or at higher levels of the auditory pathway.
<ul style="list-style-type: none"> <li>auditory brainstem response (ABR) (birth - adulthood)</li> </ul>	cochlea, auditory nerve, and auditory pathways to the level of the auditory brainstem	<i>Diagnostic</i> ABR can provide ear- and frequency-specific information about hearing acuity within 5-10 dBHL of behavioral thresholds. ABRs also provide information about the auditory neurological system to the level of the auditory brainstem.

- [Childhood Hearing Loss](#)
- [Audiological Assessment](#)
- [Physiological Test Methods](#)
- [Behavioral Audiometry](#)
- [Speech Audiometry](#)
- [Audiological Report](#)
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FIRST YEARS - SPECIAL TOPICS IN SPEECH AND HEARING: A SURVEY (SPHS333.001.0G) >

- 1 [Unit 3 - Audiological Interpretation](#) [ 40 Messages ] [ 34 **New** ]  
Faculty mentors:  
[Judith Gravel, Ph.D.](#)  
[Anne Marie Tharpe, Ph.D.](#)
- 2 [The "Student Lounge"](#) [ 40 Messages ] [ 25 **New** ]  
Use this forum to share information with one another in a more informal setting. You may want to share helpful hints or ask questions about the course. The instructor will monitor the discussion but in general, you will be responding to one another.
- 3 [Professional Issues](#) [ 65 Messages ] [ 58 **New** ]  
Use this forum to share information related to clinical practice. You may want to post an issue/question to get feedback from members in the class. Or you may provide some information that may be helpful to others. We encourage you to use this discussion to share your experiences and gain from the expertise of other members of the course.

Done

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FIRST YEARS - SPECIAL TOPICS IN SPEECH AND HEARING: A SURVEY (SPHS333.001.0G) >

- Premature Babies and ABR
  - Re: Premature Babies and ABR
    - Re: Premature Babies and ABR
    - Re: Premature Babies and ABR
  - Re: Premature Babies and ABR
- moderate unilateral loss in high Hz
  - Re: moderate unilateral loss in ...
  - Re: moderate unilateral loss ...
  - Re: moderate unilateral loss in ...
- Confusing Concepts
  - Re: Confusing Concepts
  - Re: Confusing Concepts/Melissa
  - Re: Confusing Concepts/Helping p...
  - Re: Confusing Concepts
  - Re: SDT / SRT/ SAT
  - Re: SDT / SRT/ SAT
  - Re: SDT / SRT/ SAT
  - Re: SDT / SRT/ SAT
  - Re: SDT / SRT/ SAT
  - Re: SDT / SRT/ SAT
- ABR Results
  - Re: ABR OAE ETC
  - Re: ABR OAE ETC

Neuman, Dawn M.	Thu Sep 23 2004 8:00 pm	New
Tharpe, Anne Marie	Fri Sep 24 2004 9:04 am	New
Neuman, Dawn M.	Fri Sep 24 2004 11:30 am	New
Yack, Heather L.	Wed Sep 29 2004 8:27 pm	New
Tharpe, Anne Marie	Thu Sep 30 2004 11:23 pm	New
Colson-mccarthy, Debbie L.	Fri Sep 24 2004 4:05 pm	New
Tharpe, Anne Marie	Fri Sep 24 2004 5:39 pm	New
Colson-mccarthy, Debbie L.	Fri Sep 24 2004 8:53 pm	New
Yack, Heather L.	Wed Sep 29 2004 8:42 pm	New
Harrison, MELODY F.	Sun Sep 26 2004 9:20 pm	New
Smith, Jane	Sun Sep 26 2004 2:06 pm	New
Mcdonald, Melissa	Mon Sep 27 2004 7:59 pm	New
Colson-mccarthy, Debbie L.	Sun Sep 26 2004 9:08 pm	New
Colson-mccarthy, Debbie L.	Sun Sep 26 2004 9:20 pm	New
Harrison, MELODY F.	Mon Sep 27 2004 3:37 am	New
Colson-mccarthy, Debbie L.	Mon Sep 27 2004 8:01 am	New
Tharpe, Anne Marie	Mon Sep 27 2004 10:21 am	New
Tharpe, Anne Marie	Mon Sep 27 2004 7:13 pm	New
Colson-mccarthy, Debbie L.	Mon Sep 27 2004 8:39 pm	New
Neuman, Dawn M.	Sun Sep 26 2004 10:17 pm	New
Harrison, MELODY F.	Mon Sep 27 2004 3:22 am	New
Colson-mccarthy, Debbie L.	Mon Sep 27 2004 8:03 am	New

Done

<http://firstyears.org>

# Blackboard demonstration

**Blackboard Academic Suite - Mozilla Firefox**

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**Current Forum:** Unit 3 - Audiological Interpretation  
**Date:** Thu Sep 23 2004 8:00 pm  
**Author:** Neuman, Dawn M. <DawnyMT@aol.com>  
**Subject:** Premature Babies and ABR

Remove

Hi.....I am currently working with a 6 month old baby (twin) born 11 weeks premature. She was given 2 ABR's at 3 months old. Those results concluded profound hearing loss. I have only begun working with her during the past 2 weeks, but from various situations I have been in with her I don't believe she is profoundly deaf. The mother has seen signs of hearing and I saw her turn to sound not much louder than speech. Is there an explanation for this? What is the relationship between premature births and ABR results. She is going for a 3rd ABR Oct. 1st, so it should prove interesting. Do you know of any research in this area?  
 Thanks so much!

Reply

◀◀ Previous Message    Next Message ▶▶

**Current Thread Detail:**

<a href="#">Premature Babies and ABR</a>	Neuman, Dawn M.	Thu Sep 23 2004 8:00 pm	
<a href="#">Re: Premature Babies and ABR</a>	<a href="#">Tharpe, Anne Marie</a>	<a href="#">Fri Sep 24 2004 9:04 am</a>	New
<a href="#">Re: Premature Babies and ABR</a>	<a href="#">Yack, Heather L.</a>	<a href="#">Wed Sep 29 2004 8:27 pm</a>	New
<a href="#">Re: Premature Babies and ABR</a>	<a href="#">Tharpe, Anne Marie</a>	<a href="#">Thu Sep 30 2004 11:23 pm</a>	New
<a href="#">Re: Premature Babies and ABR</a>	<a href="#">Neuman, Dawn M.</a>	<a href="#">Fri Sep 24 2004 11:30 am</a>	New

# Blackboard demonstration

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**Current Forum:** Unit 3 - Audiological Interpretation  
**Date:** Thu Sep 23 2004 8:00 pm  
**Author:** Neuman, Dawn M. <DawnvMT@aol.com>  
**Subject:** Premature Babies and ABR

**Current Forum:** Unit 3 - Audiological Interpretation Read 26 times  
**Date:** Fri Sep 24 2004 9:04 am  
**Author:** Tharpe, Anne Marie <anne.m.tharpe@vanderbilt.edu>  
**Subject:** Re: Premature Babies and ABR

Hi.....I am currently a graduate student in a program that has concluded professional education. I am currently a graduate student in a program that has concluded professional education. I don't believe there is an explanation for this. I should prove it to you. Thanks so much.

Hi Dawn. That's an excellent question AND good observations of the baby's behavioral responses to sound. Yes, it is possible to have an abnormal ABR even though hearing is normal. An ABR is a neural response. Therefore, if a baby's brainstem is immature (as may be the case with premature babies), the ABR may be affected by the immaturity. If this is the case, the ABR may improve over time as the baby's brainstem matures (and myelinates).

This is exactly why a test battery approach is so important in assessing hearing in infants. That is, one test (like the ABR) may suggest that hearing is not normal but if other tests were conducted (like OAEs) and if the baby's responses to sound were observed by the audiologist, a different picture of the baby's hearing may have been concluded.

Because of her prematurity, she may still be too young for testing with VRA. A good rule of thumb is that if she can sit unassisted (without support) she ought to be able to participate for VRA testing.

Anne Marie

**Remove**

**Reply**

**Current Thread**

<a href="#">Premature Babies and ABR</a>	<a href="#">Neuman, Dawn M.</a>	<a href="#">Fri Sep 24 2004 11:30 am</a>	<b>New</b>
<a href="#">Re: Premature Babies and ABR</a>	<a href="#">Tharpe, Anne Marie</a>	<a href="#">Fri Sep 24 2004 9:04 am</a>	
<a href="#">Re: Premature Babies and ABR</a>	<a href="#">Neuman, Dawn M.</a>	<a href="#">Thu Sep 23 2004 8:00 pm</a>	

## There's more!

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- A quarterly newsletter
- FIRST YEARS Listserve
- Phone and e-mail consultation
- Professional development training for groups of practicing professionals
- Extensive website resources



## Our students say it best...

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*I have loved the materials and readings...they have all been top notch...well written and thorough BUT nothing compares to actually doing what you have been reading about. The practice during the mentorship puts all the readings into perspective/practice. The video taping of myself reinforces what I am learning...Because I am watching myself critically and I am reading great material about my goals, I can see very clearly what needs to change. ---Ann Baumann, Oregon*

## Our students say it best...

---

*After FY and my mentor experience, I am working hard on revamping the parent education piece of our Toddler Program. I've been exposed to such great resources to help me along with this. It is a big endeavor, but one that I feel really prepared for due to FY.*

---Sherri Fickenscher, Pennsylvania

## Our students say it best...

---

- *FY allowed me to get more information about working with hearing loss than I did in graduate school and continuing education courses combined, and I was able to do all of it (with the exception of my externship) from home. It allowed me, as a professional, to continue working while getting one of the best (if not the best) education regarding children with hearing loss available. Not a day goes by that I do not use something learned from FY.*

**—Lindsay Zombek, Ohio**

## Our students say it best...

---

*For me, FY was a focused and efficient way to build the skills I need for working with young children with hearing loss. I also needed to connect with professionals who share my passion for spoken language and educational outcomes for those children.*

**---Ann Vaubel, Minnesota**

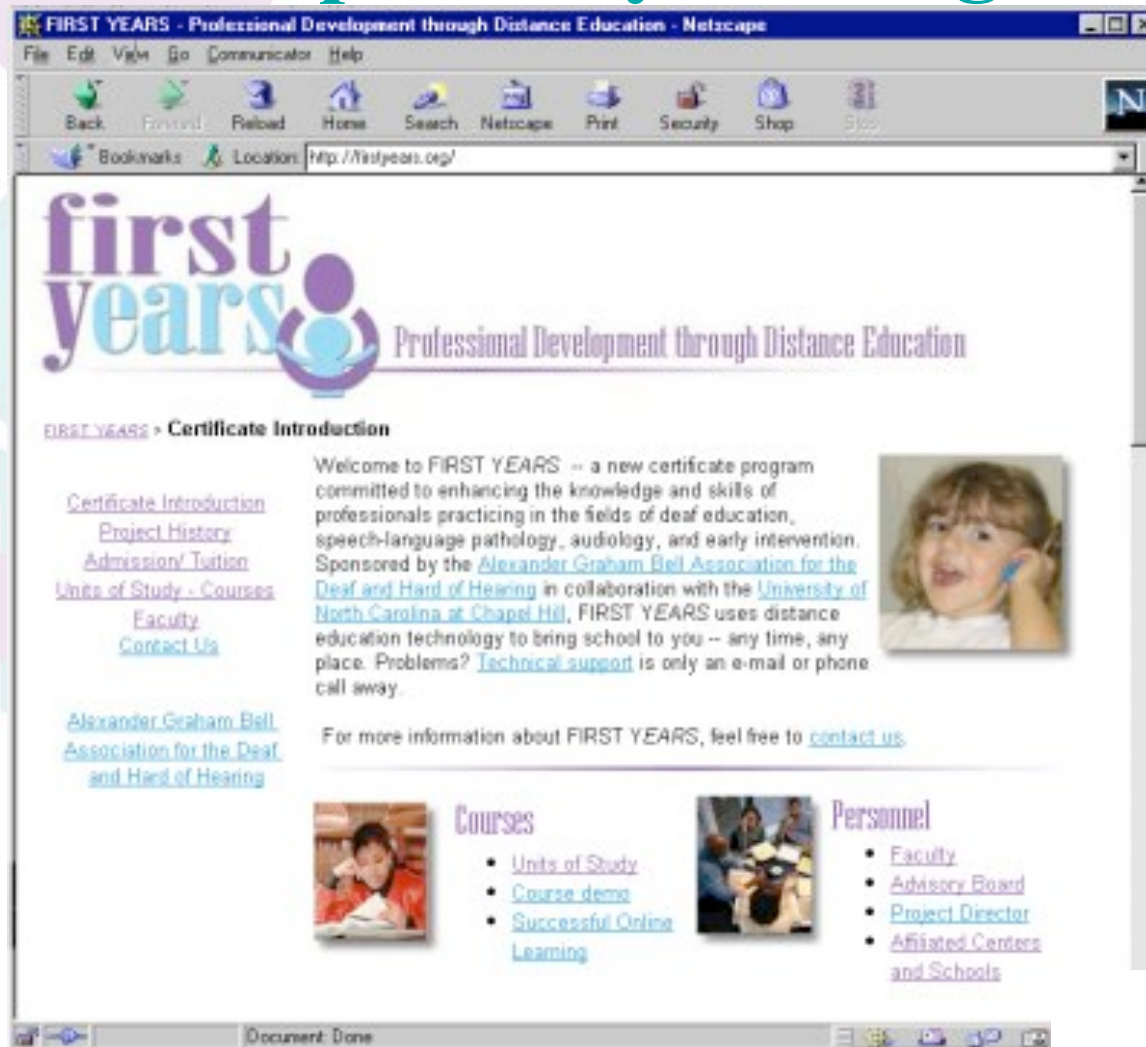
## Moving forward...

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- A new class will begin August 2010.
- Admissions for the new class will open January 2010.
- Check our website for updates.
- Request our newsletter. Instructions for subscribing are on our website.

# FIRST YEARS Web Site

<http://firstyears.org>




The screenshot shows a Netscape browser window displaying the FIRST YEARS website. The browser title is "FIRST YEARS - Professional Development through Distance Education - Netscape". The address bar shows "http://firstyears.org/". The website header features the "first years" logo in purple and blue, with a stylized figure of a person holding a globe, and the text "Professional Development through Distance Education".

**FIRST YEARS > Certificate Introduction**

[Certificate Introduction](#)  
[Project History](#)  
[Admission/ Tuition](#)  
[Units of Study - Courses](#)  
[Faculty](#)  
[Contact Us](#)


[Alexander Graham Bell Association for the Deaf and Hard of Hearing](#)

Welcome to FIRST YEARS -- a new certificate program committed to enhancing the knowledge and skills of professionals practicing in the fields of deaf education, speech-language pathology, audiology, and early intervention. Sponsored by the [Alexander Graham Bell Association for the Deaf and Hard of Hearing](#) in collaboration with the [University of North Carolina at Chapel Hill](#), FIRST YEARS uses distance education technology to bring school to you -- any time, any place. Problems? [Technical support](#) is only an e-mail or phone call away.




For more information about FIRST YEARS, feel free to [contact us](#).

**Courses**



- [Units of Study](#)
- [Course demo](#)
- [Successful Online Learning](#)

**Personnel**



- [Faculty](#)
- [Advisory Board](#)
- [Project Director](#)
- [Affiliated Centers and Schools](#)

The browser window also shows standard menu items (File, Edit, View, Go, Communicator, Help) and navigation buttons (Back, Forward, Reload, Home, Search, Netscape, Print, Security, Shop, Stop). The status bar at the bottom indicates "Document Done".

