Title: Outcomes of Children with Mild-Severe Hearing Loss

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Instruction/overview of presentation:

1. Introduction:
   a. Purpose of OCHL study
   b. Nature and importance of auditory access/cumulative auditory experience
   c. Why is auditory access variable/inconsistent in children who are hard of hearing?
   d. Study design/data collection methods
   e. Demographics of OCHL sample

2. Factors that generate variable/inconsistent access in children who are hard of hearing
   a. Audiology findings
      i. Follow-up after diagnosis of hearing loss
         1. Children identified at the newborn hearing screen
         2. Later-identified children
      ii. Predictors of timeliness of intervention and Reported barriers
      iii. Hearing aid use time
         1. Predictors of daily usage
         2. Consistency of hearing aid use
         3. Reliability of parent-report estimates
      iv. Aided hearing and device fitting/audibility
         1. Speech intelligibility index
   b. Birth to three service provider findings
      i. Questionnaire overview
      ii. Service Providers
         1. Preparation
         2. Caseloads
      iii. Description of services
         1. Quantity
         2. Environment
         3. Family-centeredness
   c. Quality and quantity of linguistic input to children who are hard of hearing
      i. Art Gallery
         1. Coding
         2. Standard measures of quantity and quality of language input that can be gathered from SALT, including number of utterances, word types, word tokens, MLU, etc.
      ii. LENA
         1. Adult words
         2. Conversational turns
3. How variable access influences outcomes in children who are hard of hearing over time
   a. Speech perception outcomes
      i. Parent questionnaires
         1. LittlEars
         2. PEACH
         3. SSQ
      ii. Speech recognition measures
         1. LNT
         2. PBK
         3. CASPA
      iii. Inconsistent auditory access as a predictor of outcomes in
         1. Auditory questionnaires (probably SSQ)
         2. Speech recognition
   b. Communication outcomes findings
      i. Language
         1. General receptive/expressive language
         2. Syntax/morphology
         3. Vocabulary
      ii. Speech production
         1. Vocal development
         2. Articulation
      iii. Emergent and early literacy skills
      iv. Social-cognitive development
      v. Inconsistent auditory access as a predictor of speech, language, literacy, and social-cognitive outcomes

4. Lessons learned/Clinical implications
5. Future directions – Outcomes of School-Age Children Who are Hard of Hearing (OSACHH)

Questions and Answers:
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