

eBook

Meet the Authors

Chapter 1 • Pediatric Audiology

Dr. Stacey R. Lim is an Assistant Professor of Audiology at Central Michigan University. Her primary area of research interest is in the language and literacy outcomes of children who are deaf and hard of hearing. She has also additional interests in the stigma of hearing loss and perception of hearing devices.

She is co-curator of the museum exhibition, *(dis)ABLED BEAUTY: The Evolution of Beauty, Disability, and Ability*. Dr. Lim earned her PhD from

Stacey R. Lim, AuD, PhD

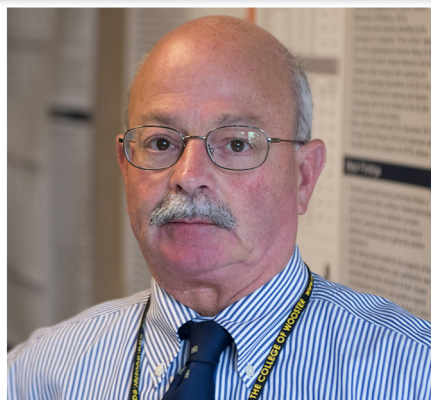


Kent State University in 2013, AuD from The University of Akron in 2006, and BA from The College of Wooster in 2001. After graduating from The College of Wooster, Dr. Lim received a Fulbright Scholarship to complete research in Munich, Germany, for a year. She was identified with profound, bilateral hearing loss at the age of 10 months and received her first pair of hearing aids at 11 months. She received a cochlear implant at the age of 18 years.

Dr. Donald M Goldberg is a Full Professor in the Department of Communication at the College of Wooster (Ohio) and a Consultant, Professional Staff, for the Hearing Implant Program (HIP) at the Cleveland Clinic's Head and Neck Institute. Dr. Goldberg earned his PhD at the University of Florida (UF) in 1985; Master's degree in Speech-Language Pathology from UF in 1979; and Bachelor's degree in Biology/ Education from Lafayette College in Easton, PA (1977).

He has been a university/college professor; the co-director of one of the largest cochlear implant centers

**Donald M. Goldberg, PhD,
 CCC-SLP/A, FAAA, LSLs Cert AVT**



in the U.S.; and is the former Executive Director of the Helen Beebe Speech and Hearing Center, Easton, Pennsylvania. The co-author of *Educational Audiology for the Limited-Hearing Infant and Preschooler: An Auditory-Verbal Program* (Pollack, Goldberg, & Caleff-Schenck, 1997), Dr. Goldberg has written numerous book chapters, published a range of research-based and clinical publications, and has been a presenter throughout the U.S. and Canada, along with gracious invitations and opportunities to speak on five continents. He would like to be remembered as a **teacher** of multigenerational learners.

Chapter 2 • Communication Options

Dr. Stephanie (Stef) Gardiner-Walsh is an Assistant Professor at Illinois State University—teaching in both the Deaf Education and Learning Behavior Specialist tracks. Her specialties include serving children with mild bilateral and unilateral hearing loss, working with families using multiple communication modalities, itinerant teaching, and literacy. Her service includes publications liaison for American College Educators of Deaf and Hard of Hearing (ACE-D/HH) and a member of the board of Hearing Charities

Stefanie Gardiner-Walsh, PhD



of America/Sertoma. Outside of the academic scope, she works with Camp Sertoma for Deaf and Hard of Hearing Children as camp coordinator—serving d/Deaf, hard of hearing, and CODA children across the eastern U.S. Prior to joining the ISU faculty, she worked as an itinerant teacher in North Carolina public schools—serving children from ages 3-21 in all academic settings. As a hard-of-hearing person herself, Dr. Gardiner-Walsh strives to emphasize the importance in recognizing that there are many ways to be deaf.

Dr. Susan Lenihan, Professor and Director of Deaf Education at Fontbonne University in St. Louis, prepares teachers, speech-language pathologists, and early interventionists for careers in deaf education. She has co-authored three chapters and written several articles. She frequently presents on early intervention in deaf education and professional preparation. Dr. Lenihan has experience teaching children who are deaf/hard of hearing in public and private programs, primarily at the

Susan Lenihan, PhD



PK-3rd grade level. She is the Director of an OSEP-funded project preparing teachers for serving children in inclusive settings. Dr. Lenihan is the recipient of the Joan Goosetree Stevens Excellence in Teaching Award, the Governor's Award for Excellence in Teaching, and the Emerson Electric Excellence in Teaching Award. She received the Antonia Brancia Maxon Award for EHDI Excellence in 2016. She serves on the Board of Directors of the Alexander Graham Bell Association.

Chapter 3 • Cognitive Development

Dr. Uma G. Soman is the Outreach Coordinator at Carle Auditory Oral School in Urbana, IL. She provides support to students who are deaf or hard of hearing (D/HH), their families, and their educational teams in mainstream school environments. She has been a teacher of the deaf, taught graduate and undergraduate students, and mentored professionals pursuing listening and spoken language specialist certification. She is a National Leadership Consortium in Sensory Disabilities

Uma G. Soman, PhD, LSLS Cert AVEd



Fellow and received her doctoral degree in Hearing and Speech Sciences from Vanderbilt University. Dr. Soman's research focuses on exploring the impact of hearing loss on development of neurocognitive processes that underlie language development in children who are D/HH. Additionally, she wants to examine the long-term academic and social outcomes of children who are D/HH. She is always interested in developing research collaborations and can be reached at uma.soman@carle.com.

Chapter 4 • Social Development

Dr. Joni Alberg is a consultant in North Carolina whose work focuses on issues related to children who are deaf or hard of hearing and their families. Since 2016, she has served as Project Director of the Youth Initiative for the AG Bell Association. This project is developing a program to address the development of self-advocacy and self-esteem of early adolescents.

Joni Alberg, PhD



Dr. Alberg also provides technical assistance related to policy and advocacy for AG Bell. She has more than 30 years experience in special education, family support, research, and advocacy. She served as Executive Director of BEGINNINGS for Parents of Children Who Are Deaf or Hard of Hearing for more than 15 years before beginning her consulting practice.

Chapter 5 • The Role of the Family: A Developmental & Literary Perspective

Dr. Janice Gatty has Master's degrees in Early Childhood Education and Education of the Deaf from Smith College, and a Doctorate in Human Development from the University of Massachusetts. She has been at the Clarke Schools for Hearing and Speech since 1974, where she is the Director of Child & Family Services and continues to do face-to-face and virtual early

Janice Gatty, EdM, MEd, EdD



intervention with families of children who are deaf or hard of hearing (D/HH). Dr. Gatty is on the faculty at Smith College, where she teaches undergraduate courses in child and adolescent growth and development, counseling theory and education, and graduate courses in early development of children who are D/HH and family-centered intervention.

Chapter 6 • Origins of Deaf Education: From Alphabets to America

Heather Zimmerman is local to Micronesia and currently a transplant in Washington, DC. As an Adjunct Instructor at Gallaudet University and an international development worker, she has the privilege of teaching, mentoring, and working around the world with youth and adults. Her research focuses on how deaf people navigate and negotiate resilience across cultures. Additionally, she is a freelance ASL/English Interpreter

Heather G. Zimmerman, EdS



and has a background in facilitating communication in a variety of settings, including but not limited to academic (preschool to graduate school), medical, religious, legal, platform (theatrical/ceremonial), and government/nongovernment organizational interpreting. Whether in the classroom or community, Heather strives to be a transformative change agent in creative and culturally responsive ways.

Chapter 6 (continued)

Dr. Thomas Horejes received his PhD in Justice Studies at Arizona State University and is currently Gallaudet University's Associate Provost of Student Success & Academic Quality. Prior to his position at Gallaudet, he was former Executive Director of DEAF, Inc.—based in St. Louis—that

Thomas Horejes, PhD



provides advocacy and interpreting services to the deaf/hard of hearing community. He has numerous publications, including a book entitled, *Social Constructions of Deafness: Examining Deaf Linguacultures in Education*. He is also former professor of sociology at Gallaudet University.

Chapter 7 • Listening & Spoken Language Strategies

Sherri Fickenscher is an Education Support Specialist at Clarke Schools for Hearing and Speech/Pennsylvania. She is responsible for staff and parent coaching and training and provides services to families of children who are deaf or hard of hearing in both home and center-based programs. She mentors professionals seeking their Listening and Spoken

Sherri Fickenscher, LSL Cert AVEd



Language (LSL) Certification and has presented at state, national, and international levels in an effort to improve LSL outcomes for children and families. Sherri is a contributing author to *101 Frequently Asked Questions About Auditory-Verbal Practice*, as well as co-author of *Auditory Verbal Strategies to Build Listening and Spoken Language Skills*.

Chapter 7 (continued)

Dan Salvucci has a Bachelor's degree in health science from the University of Massachusetts at Amherst, a Master's degree in deaf education from Smith College, and a Master's degree in early childhood education from Smith College.

Dan Salvucci, MEd, EdM



Dan teaches at Fontbonne University and supervises students in their practicum/field placements. He has served on the Board of the Alexander Graham Bell Association and is former President of OptionSchools, Inc.

Chapter 8 • Getting Off to a Good Start: Practices in Early Intervention

Dr. Jenna Voss is an Assistant Professor and Grant Mentor in the Communication Sciences and Disorders & Deaf Education Program at Fontbonne University. She received her undergraduate degree in Deaf Education and her Master's degree in Early Intervention in Deaf Education from Fontbonne University. As a National Leadership Consortium in Sensory Disabilities (NLCSD) fellow, she completed her PhD in Speech and Hearing Sciences in the Program in Audiology and Communication Sciences at Washington University in St. Louis. She holds teaching certification in the state of

**Jenna Voss, PhD,
CED, LSLs Cert AVEd**



Missouri in the areas of Deaf Education and Early Childhood Special Education. Dr. Voss's background as a teacher of the deaf and early intervention provider has sparked diverse interests in topics, including the health disparity among children and families living in poverty, primary prevention of abuse and neglect for children with disabilities, provider use of strategies and techniques implemented in family-centered practice, and the application of research in cognitive psychology to the field of deaf education to improve the efficiency of learning and instruction of preservice teachers. Dr. Voss is also the co-author of *Small Talk: Bringing Listening and Spoken Language to Your Young Child With Hearing Loss*.

Chapter 8 (continued)

Dr. Arlene Stredler-Brown has certifications as a speech/language pathologist and teacher of the deaf and hard of hearing (D/HH). She was the director of the Colorado Home Intervention Program (CHIP) for more than 20 years. Since leaving administration, she focuses on teaching and research. Always aiming to improve outcomes for children who are D/HH, her research investigates the delivery of early intervention and individualized therapy via

**Arlene Stredler-Brown, PhD,
CCC-SLP**



telehealth. Another research project focuses on services to benefit children with unilateral hearing loss (UHL) and single-sided deafness (SSD). An affiliation with the University of Northern Colorado involves a study of mentoring and coaching practices that support professional development for early interventionists nationwide. Dr. Stredler-Brown teaches at the University of British Columbia, publishes regularly, and consults with programs in the U.S. and internationally. She can be contacted at arlene.brown@colorado.edu.

Chapter 9 • Listening & Spoken Language Preschool Programs

Ellie White received her undergraduate degree in Speech -Language-Hearing from the University of Kansas and her first Master's degree in Speech and Hearing Science, along with the Antoinette Francis Dames Award for Outstanding Scholarship, from Washington University in St. Louis. She received a second Master's degree in Educational Leadership and Administration from Maryville University. She holds teaching certification in the state of Missouri in the areas of Deaf and Hearing Impaired and Early Childhood Education, as well as Missouri state principal certification. She holds professional certification from the Council on Education of the Deaf. Ellie has spent over 20 years in

Ellie White, MS, MAEd, CED



the field of Listening and Spoken Language teaching preschoolers, coordinating educational transitions for young children, coordinating curricula, serving as faculty on the Washington University Program in Audiology and Communication Sciences, coordinating field experiences for preservice teachers, and providing professional development services throughout the U.S. and internationally. Ellie co-authored a book for parents called *Small Talk: Bringing Listening and Spoken Language to Your Young Child with Hearing Loss*. In addition, she has published a number of articles and assessment tools related to auditory, vocabulary, language, and speech instruction for children who are deaf and hard of hearing.

Chapter 10 • Educational Settings

Dawn Gettemeier is a teacher of the deaf/hard of hearing and Assistive Technology Facilitator for the city of St. Charles School District, MO. She is also an Adjunct Professor for the Communication Disorders and Deaf Education Department at Fontbonne University. Prior, she spent 20 years as a teacher and administrator for St. Joseph Institute for the Deaf. She has

Dawn Gettemeier, MA



a BA in Deaf Education, an MA in Special Education, and is currently working towards her EdS certification in Educational Administration. Dawn is profoundly deaf and uses both her personal and professional experience to support her passion for helping her students to both understand and exercise their advocacy skills and rights. She can be reached at dgettemeier63@gmail.com.

Chapter 11 • Instructional Planning: Evidence-Based Assessment & Intervention

Dr. Lauri Nelson is an Associate Professor at Utah State University (USU). She is the Division Chair for the Deaf Education Graduate Training Program and a member of the management team for Sound Beginnings. She has dual training as both a pediatric clinical audiologist as well as deaf educator, with a PhD in Special Education.

Lauri Nelson, PhD



Prior to joining USU, she worked in a variety of medical and educational settings and has provided deaf education and audiology training in Vietnam, Kenya, and Saipan. Dr. Nelson has numerous publications, grants, and scholarly products related to listening and spoken language deaf education.

Chapter 11 (continued)

Dr. Blane Trautwein is an Associate Professor and Program Director of the Deaf Education and Hearing Science (DEHS) Program at the University of Texas Health Science Center-San Antonio (UTHSCSA). He received his doctoral degree in Educational Leadership from the University of Texas-San Antonio. He has worked with children who are deaf and hard of hearing

Blane Trautwein, EdD



for 30 years as a classroom teacher, school administrator, university professor, and program director. Dr. Trautwein has presented and published on listening and spoken language teacher preparation best practices in addition to successfully attaining numerous grants for student scholarships, continuing education workshops, and program support.

Chapter 12 • Itinerant Teaching

Dr. John L. Luckner is a Professor and Coordinator of the Deaf Education Teacher Preparation Program in the School of Special Education at the University of Northern Colorado (UNC) in Greeley, Colorado. He also serves as the Director of Research and Evaluation for the Bresnahan/Halstead Center at UNC. Dr. Luckner was a classroom teacher of students who are deaf or hard of hearing (D/HH)

John L. Luckner, EdD



for 9 years—5 years in Bucks County, Pennsylvania, and 4 years in the U.S. Virgin Islands. He also worked summers as an Outward Bound instructor for 18 years. His current research interests include teacher preparation, social-emotional development, literacy, and the provision of appropriate services for students who are D/HH and their families.

Chapter 13 • Literacy Growth & Development

Paula Gross is an Instructor of Deaf Education at Fontbonne University in St. Louis, MO. She also supervises practicum and clinical experiences as part of the university's educator preparation. Teaching credentials include a BA in Deaf Education and MA

Paula Gross, MA



in Special Education. Her teaching experience has been in a private school setting at K-8th grade levels. Paula is the director of a summer literacy camp for children who are deaf. Her other areas of interest include literacy, language, and autism.

Dr. Lyn Robertson is an emerita professor of Education, Denison University—a liberal arts college in Granville, OH. She began her career teaching English in grades 7, 10, 11, and 12. Upon discovering students achieving at low levels in reading and writing, she turned her attention to the linguistic, cognitive, social, and political frameworks of literacy and has taught reading and about reading to people from preschool to adulthood. Dr. Robertson became interested in the dilemma of low literacy levels in individuals with hearing loss when her daughter was diagnosed with a severe-to-profound hearing impairment, and she began to research the effects of an auditory-verbal approach for young children. She has written *Literacy Learning for*

Lyn Robertson, PhD



Children Who Are Deaf or Hard of Hearing (Alexander Graham Bell, 2000) and *Literacy and Deafness* (Plural, 2009; 2014, 2nd edition), as well as articles about listening and reading. She taught in the Alexander Graham Bell First Years program and teaches currently in the University of Southern Mississippi graduate program for listening and spoken language specialists. She is a past president of the Alexander Graham Bell Association Academy for Listening and Spoken Language. Dr. Robertson holds a BA in English from Denison University, an MA in Reading and Language from Northwestern University, and a PhD in Reading from The Ohio State University. She can be reached at robertson@denison.edu.

Chapter 14 • Deaf/Hard of Hearing Students with Disabilities

Dr. Christy M. Borders is a leader in addressing the needs of students who are deaf or hard of hearing (D/HH) with additional disabilities—particularly autism spectrum disorders (ASDs). She has spent considerable time identifying gaps in literature and potential interventions for use with this population of students. Dr. Borders's research stems from personal classroom and clinical experiences that involved this particular population. She has extensive academic and clinical experience and training in serving students who are D/HH and those with ASD. Her undergraduate and graduate degrees both focused

Christy M. Borders, PhD



on education of D/HH students. In addition, Dr. Borders has over 10 years of clinical, classroom, and administrative experience working with individuals with disabilities. She furthered her academic and research skills and experiences through doctoral studies in the area of Special Education in order to attain additional strategies for D/HH students who have comorbid disabilities. Dr. Borders's research has focused on the interventions that teachers of the deaf utilize with this population and differences in educational services with the presence of an additional disability.

Dr. Stacey Jones Bock has spent the past 20 years researching the area of autism spectrum disorders (ASDs) and supporting children and youth and their families. Her formal training in ASD came from the University of Kansas, where upon completion of her dissertation, she coauthored the Asperger Syndrome Diagnostic Scale (ASDS) in 2000. The ASDS was the first diagnostic instrument published to aide in the diagnosis of Asperger Disorder after its inclusion to the Diagnostic and Statistical Manual of Mental Disorders

Stacey Jones Bock, PhD



(DSM)-IV. Dr. Bock is currently under contract with Pro-Ed International for norming and renaming the diagnostic tool (Autism Spectrum Diagnostic Scale-HF) for proper fit with the DSM-5th Edition, and the expected publication timeline is within the next 12 months. In the past 5 years, she has spent a great deal of time expanding her research to children and youth with a comorbid diagnosis of ASD and hearing loss. Her passion for the area came from supporting children with a dual diagnosis, their teachers, and their families.

Chapter 14 (continued)

Kristi M. Probst is a Project Specialist and the Intervener and Qualified Personnel Initiative Lead for the National Center on Deaf-Blindness. Her doctoral studies at Illinois State University focused on educating learners with deafblindness. She is a National Leadership Consortium in Sensory Disabilities scholar and holds licensures in Special Education for Deaf and Hard of Hearing, Low Vision and Blindness, Learning Behavior Specialist, Elementary Education, and Early Childhood Education. She has worked as a teacher for the Deaf, an itinerant teacher for the visually impaired, Developmental Therapist for Project Reach (IL deafblind project) and the state of Indiana, Sign Language Interpreter,

Kristi M. Probst, MS



and teacher for students with learning disabilities. Kristi has served as both the student representative for the Association for the Education and Rehabilitation of the Blind & Visually Impaired (AER) Board of Directors and Chair of the student council, is the Chair-elect of AER Division 3 (Multiple Disabilities/Deafblind), and is a member of several state and international professional organizations (Deafblind International, Association of College Educators—Deaf and Hard of Hearing, Wisconsin AER, and Council for Exceptional Children). She regularly writes about and speaks on meeting the needs of children with sensory disabilities and additional disabilities at local, national, and international conferences.

Allison Kroesch is an Assistant Clinical Professor at Illinois State University Department of Special Education, as well as a doctoral student. Her research specialty area includes teaching students with severe disabilities using technology and systematic instruction. Allison is currently serving on the Council for Exceptional Children Division for Physical, Health, and Multiple Disabilities Board. Prior to

Allison M. Kroesch, MEd



academia, she obtained her Bachelor's in Elementary Education and her Master's in Special Education. She has over 15 years of classroom teaching experience from kindergarten through transition. Allison continues to have a strong passion for working with professionals in both general and special education classrooms for the advancement of academic and functional skills for students with disabilities.

Chapter 15 • Developing a Disposition for Reflective Practice That Sustains Continuous Professional Learning

Dr. Sarah Ammerman is an Associate Professor in the Deaf Education and Hearing Science (DEHS) Program at the University of Texas Health Science Center-San Antonio and has been there since 2009. She was formerly a teacher the Clarke Schools for Hearing and Speech in Bryn Mawr, PA. Dr. Ammerman has a dual-major undergraduate degree in Deaf Education (Comprehensive) and Elementary Education, a Master's degree in Deaf

Sarah Ammerman, PhD



Education (Listening and Spoken Language), and a Doctoral degree in Special Education with a minor in Audiology. She has co-presented and co-authored on the topic of reciprocal peer coaching/mentoring in the professional preparation and continuing education of deaf education faculty and is on the Public Advisory Council for the National Leadership Consortium in Sensory Disabilities (NLCSD).

Dr. Mary Ellen Nevins is an experienced educator of children who are deaf or hard of hearing (D/HH). She is a professor at the University of Arkansas for Medical Sciences and is the Director of the Program in Auditory-Based Intervention. Her attention to and publications regarding professional learning for hearing and speech

Mary Ellen Nevins, EdD



professionals complement her longstanding work with children using listening technologies to learn to listen, talk, and read. Dr. Nevins is recognized as a national expert on educational issues associated with children who are D/HH learning to listen and talk and the needs of the professionals with whom they work.

Chapter 16 • Career Development & Adult Life

Dr. Megan Reister—a former hearing itinerant and special education teacher for 8 years in Delaware and Pennsylvania—was responsible for deaf education, transition services, and early intervention services prior to becoming a college professor in North Carolina. Dr. Reister—now an Ohio resident—enjoys conducting research, writing, and teaching as a Professor in the Education Department at Franciscan University of Steubenville, which is 45 minutes west of Pittsburgh. Her primary areas of research include

Megan Reister, PhD



self-advocacy and identity in students with hearing loss; itinerant teaching; and fostering collaboration among parents, general education, and special education teachers. She is passionate about working with preservice teachers to help them be the best advocates they can be for the children they will serve as they fulfill their vocations as teachers. Her other passion lies within her family of husband, Adam; young daughter, Charlotte; and their two pups. She may be reached via email at mreister@franciscan.edu.