

# eBook

## Meet the Editor

Chapter 10 • Parent Counseling in the Information Age: The Rules & Roles Have Changed



### Les R. Schmeltz, AuD

Dr. Schmeltz is an Adjunct Associate Professor at A. T. Still University—having retired from full-time teaching in July 2020. He taught classes in both the residential and transitional AuD programs. His specialties include educational audiology, early hearing detection and intervention (EHDI), pediatric audiology, and assistive devices. He was also a clinical coordinator for student externships outside the Phoenix metro area. Prior to joining A. T. Still, he was an educational audiologist in Iowa for over 30 years—specializing in working with children from 0 to 5 years of age. He has been a strong advocate for early identification of hearing loss since the mid-1970s and helped establish the Iowa early identification program in 1975. Dr. Schmeltz has been associated with the National Center for Hearing Assessment and Management (NCHAM) for more than 20 years and presently serves as an editor of the eBook and Editor-in-Chief for the *Journal of Early Hearing Detection and Intervention* (JEHDI). Dr. Schmeltz is past President of the Educational Audiology Association. He has written extensively and presented on numerous topics related to EHDI and educational audiology.

## Meet the Authors

Chapter 29 • Marketing EHDI

### Carrie Balian



Carrie is the mother of three children. Her oldest child, Jack, was born deaf. Carrie and her husband, Andre, have been married for over 15 years and reside in Island Lake, IL. She is the Program Coordinator of Hands & Voices, Guide By Your Side, in Illinois. In continuing her ventures of representing families of children with a hearing loss, Carrie has presented to groups nationwide, co-authored several publications, and was also a member of the Illinois Deaf Task Force. Carrie serves as a member for the 2012 EHDI Meeting Planning Committee and the Illinois Universal Newborn Hearing & Screening Advisory Board. Carrie has also participated as a parent professional on the NICHQ national and statewide learning collaborative teams and is also an Executive Board Member of Illinois Hands & Voices. Her educational background includes a bachelor's degree in Marketing and Management.

Chapter 4 • Utilizing Public Health Partners: Opportunities for Integrating & Improving State EHDI Programs



**Nicole Brown, MSN, PHN, CPNP**

Nicole is a certified pediatric nurse practitioner and has worked in Minnesota’s maternal and child health/public health field for over 17 years. She is Minnesota’s Early Hearing Detection and Intervention (EHDI) Coordinator responsible to provide long-range planning and direction for the development, implementation, and evaluation of a statewide EHDI system for children once identified with hearing loss. She also serves as the National Association of Pediatric Nurse Practitioners’ liaison to the American Academy of Pediatrics Task Force on Improving the Effectiveness of Newborn Hearing Screening, Diagnosis, and Intervention. Nicole is the mother of three daughters—two of whom are deaf.

Chapter 4 • Utilizing Public Health Partners: Opportunities for Integrating & Improving State EHDI Programs



**Nicole Brys, MPH**

Nicole is the EHDI Follow-Up Data Coordinator at the Minnesota Department of Health. She works closely with local public health to reduce loss to follow-up and obtain data on outcomes for children with a hearing loss. Nicole has a Master of Public Health from the University of Minnesota. Her professional interests include health disparities, evaluation, and maternal and child health.

## Chapter 7 • Hearing Loss &amp; Vestibular Dysfunction: A Common Comorbidity

**Michael Castiglione, AuD**

Dr. Castiglione is a pediatric audiologist at Cincinnati Children's Hospital Medical Center. She has over 20 years of experience—most of which has been in the pediatric setting. Dr. Castiglione's specialty areas include pediatric vestibular disorders, electrophysiology, and amplification. She was integral to the setup and launch of the Pediatric Balance Center at CCHMC, which opened in 2008. Dr. Castiglione has co-authored several articles on pediatric vestibular testing and has also given numerous presentations on this topic.

## Chapter 11 • Empowering Parents &amp; Providers to Talk About Testing Children Who Are Deaf or Hard of Hearing

**Kaytie E. Cook-Ward, MEd**

Kaytie Cook-Ward has an MEd in Deaf Education from Utah State University (USU) awarded in 2018. Since graduating, Kaytie works closely with future professionals in the USU Listening and Spoken Language Program as a cooperating teacher and supervisor in the kindergarten class at Sound Beginnings. In her class, she teaches children with hearing loss and hearing peers to provide a mainstream setting for developing spoken language. Before attending USU, Kaytie worked throughout various school settings in Alberta Canada as a reading specialist and school librarian for grades K-12. This nurtured a passion for language and development, research, and the importance of family-centered practices. Kaytie looks forward to pursuing research and continued experience in her professional interests, which include best practice evaluations to provide whole child services, language and literacy development, and family-centered practices.

## Chapter 4 • Utilizing Public Health Partners: Opportunities for Integrating & Improving State EHDI Programs



### Kirsten R. Coverstone, AuD

Dr. Coverstone is an audiologist specializing in Early Hearing Detection and Intervention (EHDI) programs. She has actively worked at the local, state, and national levels to promote universal newborn screening and timely follow-up for hearing. As Coordinator of Minnesota's EHDI program, she works directly with birth facilities to establish and maintain effective hearing screening programs, with audiologists to confirm hearing loss, and actively supports outreach to improve EHDI. In addition, Dr. Coverstone implemented a statewide hearing instrument loaner program for infants and young children in Minnesota. She serves as a board member for the Directors of Speech and Hearing Programs in State Health and Welfare Agencies (DSHPSHWA), the Minnesota EHDI Newborn Hearing Screening Advisory Committee, and is Chair of the Center for Disease Control (CDC) Data Committee.

## Chapter 19 • Deaf Professionals & Community Involvement with Early Education



### Jodee Crace, MA

Jodee graduated with a MA in School Counseling from Gallaudet University in 1988. Since then, she has utilized her counseling degree in a variety of human development fields as a staff therapist at a community mental health center, Indiana School for the Deaf School Counselor, and Early Intervention Coordinator. Currently she provides consulting services in the area of early education and family support, such as Deaf mentorship with families of Deaf infants and young children. Additionally, Jodee is an adjunct instructor with Gallaudet University's online certification program of Deaf and Hard-of-Hearing Infants, Toddlers, and Families Collaboration and Leadership. Most noteworthy is that Jodee is a member on the Joint Committee on Infant Hearing representing Council on Education of Deaf, as well as having been the past president of the American Society for Deaf Children. Recently, Jodee contributed to two book chapters: Early Intervention for Deaf and Hard-of-Hearing Infants, Toddlers and Their Families: Interdisciplinary Perspectives (2016) and an eChapter with NCHAM (2015) Deaf Adults Connecting with Birth to 3 Families. On top of Jodee's ongoing movement to be a part of the change in early education and family support system, she and her husband, Rusty, have four adult Deaf and Deaf-Blind sons. Jodee's favorite quote is "Adapt. Resilience. Acceptance. Celebrate!"



## Chapter 14 • Amplification &amp; Hearing Assistive Devices (HAT)

**Tricia Dabrowski, AuD**

Dr. Tricia Dabrowski joined the Audiology faculty of A. T. Still University; Arizona School of Health Sciences, in July 2012 as an Associate Professor and Clinical Coordinator. Prior to this appointment, Dr. Dabrowski held a faculty position at Salus University, where she maintained the titles of Director of Pennsylvania Ear Institute and Coordinator of Internal Clinical Education—developing the on-campus clinical facility and training program for the College of Audiology. Dr. Dabrowski has instructed and mentored students as they develop professional and clinically relevant skills in the areas of audiometric and auditory processing assessment, hearing instrument fitting and verification, and practice management. In addition to coordinating the clinical rotations for the students at ATSU, Dr. Dabrowski teaches a series of amplification and aural rehabilitation courses while providing community-based aural rehabilitation programs. Professionally, Dr. Dabrowski has served as a Member and Chair of the Academy of Doctors of Audiology Educational Committee, was elected to be the Vice President and President of the Scott Haug Foundation, was a member of both the Clinical Education and Gold Standard Summit Action Item Task Force committees of the American Academy of Audiology, held the position of Charter Treasurer of the Elkins Park Lions Club, and is credited with several publications.

## Chapter 24 • The Role of Educational Audiologists in the EHDI Process

## Chapter 25 • The Foundational Role of Advocacy in the Early Intervention &amp; Education Systems

**Cheryl DeConde Johnson, EdD**

Dr. DeConde Johnson was formerly a special education consultant with the Colorado Department of Education, where she was responsible for deaf education and audiology services. Prior to her state service, she spent 22 years in the Greeley School District as an educational audiologist and program administrator for the deaf and hard-of-hearing program. Dr. DeConde Johnson is currently providing technical assistance, training, and program evaluations via the ADVantage (Audiology, Deaf education, Vantage)—her consulting practice. She continues her research, writing, and teaching at several graduate programs in deaf education and audiology.

Chapter 17 • Family Support & Cultural Competence  
Chapter 25 • The Foundational Role of Advocacy in the Early Intervention & Education Systems



**Janet DesGeorges**

Janet lives in Boulder, CO, with her husband Joe and is mom to three daughters, including Sara, who is hard of hearing. She is the Executive Director of Colorado Families for Hands & Voices and is a co-founder and Outreach Director of Hands & Voices, Inc. Janet has presented to groups nationwide and internationally about the experiences of families as they journey through life with a child with deafness or hearing loss. She is the co-author of a chapter on Educational Law for Deaf and Hard-of-Hearing Students and many other publications. Janet currently serves on the faculty for the National Initiative for Children's Healthcare Quality (NICHQ) EHDI Learning Collaborative, the Marion Downs Center Advisory Board, and co-chairs the Centers for Disease Control and Prevention (CDC) Parent-to-Parent Committee.

Chapter 2 • Newborn Hearing Screening  
Chapter 12 • Audiologists Connecting Families to the EHDI Process



**Karen M. Ditty, AuD**

Dr. Ditty is a pediatric audiologist with extensive experience and expertise in Early Hearing Detection and Intervention (EHDI) programs. Her career spans over 30 years and includes leading and implementing EHDI activities in Baton Rouge, LA, and in the Houston and Dallas areas of Texas. She has been a leading advocate for universal newborn hearing screening (UNHS) and was instrumental in the passage of the Universal Newborn Hearing Screening Law in Louisiana. She is the former Director of Audiology and Speech Pathology at the Woman's Hospital in Baton Rouge. Dr. Ditty is presently the Compliance Officer for Hearing Screening Associates. In addition, she has been associated with the National Center for Hearing Assessment and Management (NCHAM) for more than 15 years. She is the coordinator of the NCHAM national pediatric diagnostic workshops. Dr. Ditty also works on a variety of projects related to early childhood screening and pediatric audiology, such as the Newborn Hearing Screening Training Curriculum and issues related to program quality, financing, and sustainability. Dr. Ditty has authored and contributed to publications related to EHDI, as well as presented extensively at local, national, and international forums on numerous topics related to EHDI.

## Chapter 16 • Making the World Accessible for Children Who Are Deaf or Hard of Hearing Through Technology

**Cheri Dowling**

Cheri Dowling is currently the Director of Outreach and Program for the American Society for Deaf Children and the Coordinator of the Family Support and Resource Center at the Maryland School for the Deaf. Cheri has worked for more than 20 years helping families navigate the special education process and providing parent-to-parent support. Cheri has served on the Maryland Early Hearing Detection and Intervention Council, Maryland Advisory Council for the Deaf and Hard of Hearing, and Advisory Council for the Described and Captioned Media Program. Cheri was awarded the 2015 Advocacy Award from Talking Hands, Inc., and in 2014 the Parents Place of Maryland presented her with a recognition of outstanding contributions and dedications to Parent Connections—a program for families of children who are deaf or hard of hearing. Cheri and her husband are the proud parents of two young adults—one who is deaf.

## Chapter 9 • Early Childhood Hearing Screening: Not Just for Newborns

**William Eiserman, PhD**

Dr. Eiserman is Director of the Early Childhood Hearing Outreach (ECHO) Initiative at NCHAM. As Director, he has lead a national effort to assist Early, Migrant, and American Indian/Alaska Native Head Start programs in updating their hearing screening and follow-up practices. Working in close collaboration with a team of pediatric audiologists and other EHDI experts, Dr. Eiserman has been responsible for the design of training systems, mechanisms for tracking and follow-up, and evaluation strategies associated with early and continuous hearing screening activities. The ECHO Initiative has also contributed to improvements in hearing screening practices in early intervention programs and healthcare settings using the resources and support provided by Dr. Eiserman and his project team. Aside from his nearly 10-year history working with EHDI efforts, Dr. Eiserman's career has focused on a variety of efforts to improve early intervention systems for children with special needs. Family involvement in assessment processes, the development cross-cultural competence in early intervention professionals, and, of special interest, meeting the psychosocial needs of children with craniofacial disfigurements and their families are all areas that Dr. Eiserman has focused on throughout his career. He has had extensive international and cross-cultural experience, including work in Ecuador, Vietnam, Costa Rica, Russia, and Indonesia. In 1989-90, Dr. Eiserman was a Fulbright Scholar to Indonesia, where he taught qualitative research and evaluation methods and assisted in the development of an organization providing medical care to children with craniofacial disfigurement—an area he remains committed to outside of his current professional activities.

Chapter 5 • Audiology 101: An Introduction to Audiology for Nonaudiologists



**Terry Foust, AuD, FAAA, CCC-SLP/A**

Dr. Foust has implemented and directed newborn hearing screening programs in Utah and Idaho. He has provided audiology and rehabilitation services at a major children's hospital in Utah. Dr. Foust currently provides consultation services to the MCHB, HRSA Office of Performance Review (OPR), the Medicaid and Medicare Policy Research Center, and NCHAM. He is one of the National Technical Assistance Network audiologists for NCHAM and provides support to several state EHDI programs. He is also a consulting audiologist with the Hearing Head Start Program. Dr. Foust's international experience includes setting up the first hearing screening program in Accra (Ghana Africa) as well as consultation, instruction, and training in Costa Rica; to the Egyptian Ministry of Health in Cairo, Egypt; and most recently in India. Dr. Foust is a successful grant writer and has obtained significant amounts of federal and private funding. He is a senior executive with Intermountain Healthcare, which has been widely recognized as one of the top integrated healthcare systems nationally and internationally. Dr. Foust leads Intermountain's system-wide healthcare and community benefit initiatives and goals. Dr. Foust has received many professional honors, including the newly established Mary J. Webster Distinguished Service Award from the Utah Speech-Language-Hearing Association, recognition by *Utah Business Magazine* as the 2007 Healthcare Hero of the Year, and the 2006 Larry H. Mauldin Award for Excellence in Audiology Education.

Chapter 28 • Designing & Implementing a Qualitative Research Study: The Vermont Early Hearing Detection & Intervention Example



**Linda Hazard, EdD, CCC-A**

Dr. Hazard has been the Program Director for the Vermont Early Hearing Detection and Intervention Program (VTEHDI) since 2010. She holds a doctorate in Leadership and Social Policy from the University of Vermont, as well a Master of Science in the field of Audiology from Boston University. Additionally, Dr. Hazard is a quality improvement coach for the National Center for Hearing Assessment and Management (NCHAM). She currently serves as Co-President of the Directors of Speech and Hearing Programs in State Health and Welfare Agencies (DSHPSHWA) and is the chair for the Vermont Deaf, Hard of Hearing, and DeafBlind Advisory Council. Prior to joining the VTEHDI program, Dr. Hazard was the Director of Audiology and Cochlear Implant Program for the University of Vermont Medical Center. Additionally, she was involved with clinical research and education at Cochlear Americas and Advanced Bionics.



## Chapter 3 • Tracking, Reporting, &amp; Follow-Up

## Chapter 5 • Audiology 101: An Introduction to Audiology for Nonaudiologists

**Jeff Hoffman, MS, CCC-A**

Jeff was Program Manager for the Nebraska Early Hearing Detection and Intervention (NE-EHDI) from 2004 until 2010. He worked with NCHAM in the ECHO project from 2010 until 2017. In addition to audiology and public health, Jeff has also worked in elementary education, counseling and family services, administration of early childhood programs, and training and technical assistance to Head Start programs. Jeff has provided leadership to The Dimensions Educational Research Foundation, Directors of Speech and Hearing Programs for State Health and Welfare Agencies, and the Nebraska Association for the Education of Young Children. In 2007, Jeff received the American Speech-Language-Hearing Foundation's Louis M. DiCarlo Award for Outstanding Clinical Achievement. Presently, Jeff is enjoying a well deserved retirement.

## Chapter 18 • Family-Centered Early Intervention Programming for Infants &amp; Toddlers Who Are Deaf or Hard of Hearing

**Sarah Honigfeld, MA, EdD Candidate**

Sarah is a deaf adult who works as an Early Intervention Consultant. She works closely with various schools, programs, and agencies to provide quality ASL/English bilingual, family-centered programming for deaf or hard of hearing infants and toddlers and their families. Her academic background includes an MA in School Counseling from Gallaudet University and a Certificate in Infants, Toddlers, and Families: Leadership, also from Gallaudet University. Sarah's special interests include family language planning and ASL/English bilingual programming for early childhood.

Chapter 16 • Making the World Accessible for Children Who Are Deaf or Hard of Hearing Through Technology



**Jim House**

Jim House is the Disability Integration Manager for the [Coalition on Inclusive Emergency Preparedness](#) (CIEP) at the Washington State Independent Living Council. CIEP focuses on effective communications, programmatic access, physical access, and other functional access needs and issues impacting people with disabilities before, during, and after disasters to preserve or improve quality of life. As a subject matter expert, Jim participates in several consumer/civic/industry forums and coalitions covering access issues with emergency communications; captioning; and mobile, text, and video telecommunications. In 2015, as a result of Jim's ongoing leadership and community involvement, Portland, Oregon, passed a captioning activation ordinance requiring all television sets in public places to display captions during business hours. This ordinance has been emulated in other cities around the country. Jim has returned to [Telecommunications for the Deaf and Hard of Hearing](#) (TDI) as a board member. His prior accomplishments include a book, *A Path to an Accessible World*, documenting TDI's 50 years of advocacy; implementing the Communications and Video Accessibility Act of 2010; and numerous presentations on consumer advocacy, television, and Internet captioning issues. He has written successful grant proposals—some resulting in more than \$3 million in federal funding to develop emergency preparedness training programs and other projects. He has been involved in planning for publications, conferences, and workshops. With a layman's understanding of “how things work,” Jim has given sophistication to various publications highlighting best practices and leadership in access to communications and information technology resources for professionals and consumers alike.

Chapter 13 • Digital & Social Media: Using New Tools to Support the EHDI System  
 Chapter 15: Cochlear Implants for Children Who Are Deaf or Hard of Hearing  
 Chapter 20 • Using Telepractice to Improve Outcomes for Children Who Are Deaf or Hard of Hearing & Their Families



**K. Todd Houston, PhD, CCC-SLP, LSLC Cert. AVT**

Dr. Houston is a Professor in the School of Speech-Language Pathology and Audiology at The University of Akron. His primary areas of research include parent engagement and communication outcomes in young children who are deaf or hard of hearing (D/HH). He also is keenly interested in the use of social media, social networking, and telepractice to enhance service delivery to young children who are D/HH and their families. He is the author/editor of *Telepractice in Speech-Language Pathology* (2014, Plural Publishing), a co-author/co-editor with Dr. Tamala S. Bradham of *Assessing Listening and Spoken Language in Children with Hearing Loss* (2015, Plural Publishing), and a co-author/co-editor with Dr. Emma Rushbrooke of *Telepractice in Audiology* (2016, Plural Publishing). An avid user of social media, you can contact Dr. Houston at [Houston@uakron.edu](mailto:Houston@uakron.edu), follow him on Twitter ([@ktoddhouston](#)), or connect him on LinkedIn or Facebook.

## Chapter 22 • Secrets for Deaf &amp; Hearing Sibling Success: Giving Them an Early Start for a Lifetime Together

**Lisa Jacobs, MEd**

Lisa Jacobs graduated from Gallaudet University, majoring in English; then received her MEd degree in Education from McDaniel College. Lisa served as Director of Regional and National Outreach at Gallaudet University and recently retired after 27 years at Gallaudet.

## Chapter 22 • Secrets for Deaf &amp; Hearing Sibling Success: Giving Them an Early Start for a Lifetime Together

**Sheila Jacobs, LMFT**

Sheila Jacobs graduated from JFK University and works as a licensed Marriage Family Therapist, specializing in Deaf and Hearing families, whom she calls “Double Pride Families.” She is a Bicultural Identity, Family, and Community Empowerment expert and has worked, consulted, and trained for over 25 years throughout the country. She has designed three types of programs offered at Double Pride, LLC (<http://doublepride.com/>)—Double Pride @ Home, Double Pride @ School, and Double Pride @ Work—to design programs for various communities, schools, and workplaces. These programs help provide “Double Pride” success for families, students, and teachers/staff, as well as companies wanting to be more inclusive and successfully diverse. Instead of feeling in the middle of a tug of war between the deaf and hearing worlds, Double Pride’s mission is to help families have the “best of both our worlds.” Sheila has developed specific tools based on 25 years of specializing in working with these families in her counseling practice. She is a national consultant and trainer for those working with these families in schools and within the broader community.

Chapter 7 • Hearing Loss & Vestibular Dysfunction: A Common Comorbidity



**Violette Lavender, AuD**

Violette Lavender has been a pediatric audiologist with Cincinnati Children’s Hospital for over 15 years. She attended Purdue University, where she earned both her Bachelor of Communication Disorders and Master of Audiology. She graduated from the University of Florida with her AuD. She specializes in both hearing and balance disorders. Violette has previously published and presented in the area of pediatric balance assessment. Violette is interested in translational research and strives to make the vestibular test battery accessible for young children.

Chapter 6 • Children Who Are Deaf or Hard of Hearing PLUS



**Candace Lindow-Davies**

Candace is the mother of a profoundly deaf adult son, and for the past 14 years, developed and coordinated services for MN Hands & Voices at Lifetrack. The program’s mission is to “build better lives for children who are deaf or hard of hearing by providing parent-to-parent support to families.” For 13 years, she has also served as parent consultant for the Minnesota Department of Health’s Newborn Hearing Screening Program and is a past Chair of the Minnesota Newborn Hearing Screening Advisory Committee and also serves on the Minnesota Department of Health’s Newborn Screening Advisory Committee and statewide Education Collaborative. She is the President of Hands & Voices’ Board.



## Chapter 24 • The Role of Educational Audiologists in the EHDI Process

**Michael Macione, AuD**

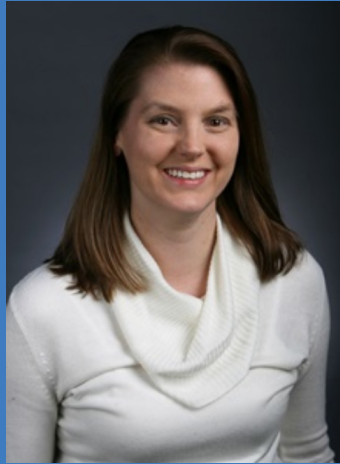
Dr. Macione is an educational audiologist with the Jackson County Intermediate School District in Jackson, MI. A focus of his current role is providing diagnostic and educational audiology services to the Jackson County Early On and Early Childhood programs. He is a past President of the Educational Audiology Association. He was also a 4-year member of the EAA Board of Directors. Dr. Macione previously served as President of the Michigan Educational Audiology Association and served on the executive council of the Michigan Speech-Language-Hearing Association. He has been a pediatric and educational audiologist for 25 years.

## Chapter 26 • Bringing It All Together

**Faye P. McCollister, EdD, CCC-A**

Dr. McCollister was a pediatric audiologist at the Sparks Center for Developmental and Learning Disorders at the University of Alabama in Birmingham for more than 20 years. She was involved in clinical supervision of CFY interns in audiology from across the Southeast. She also provided direct clinical services to children involved in a longitudinal project investigating hearing loss associated with congenital cytomegalovirus (CMV) infection. She also worked with interdisciplinary management of children with multiple disabilities, projects evaluating children with Down syndrome, infants with very low birth weight, and provided consultation to the genetics program. Dr. McCollister was involved in early intervention programming for young children with hearing loss and facilitated education programs for parents of children with hearing loss seen in the Center. She was also a faculty member and responsible for supervision of audiology students at the University of Alabama in Tuscaloosa. During the last 8 years of her career, she was a faculty member in Special Education, preparing teachers of students who are deaf or hard of hearing. Dr. McCollister served on the Alabama State Licensure Board for three terms, serves on the Alabama EHDI Advisory Board, and consults with the University of Alabama multi-site study of CMV and hearing loss. She also served as a member of the NCHAM Technical Assistance Network—providing assistance to the EHDI programs in the southeastern eight states.

Chapter 7 • Hearing Loss & Vestibular Dysfunction: A Common Comorbidity



**Gretchen Mueller, DPT**

Gretchen Mueller received her Master in Physical Therapy from Ohio State University in 2005, followed by her Doctor of Physical Therapy from Rocky Mountain University of Health Professions in 2011. She is an expert in pediatric vestibular rehabilitation, having completed the APTA's Vestibular Rehabilitation competency course in 2011, followed by the advanced competency course in 2014. Gretchen is the PT Lead for the Cincinnati Children's Interdisciplinary Pediatric Balance Center Team, which manages the care of children with vestibular dysfunction. Gretchen has provided multiple learning opportunities through professional lectures at the national level, whose audiences have included PTs, OTs, physicians, audiologists, and athletic trainers.

Chapter 19 • Deaf Professionals & Community Involvement with Early Education



**Gloria Nathanson, AuD**

Gloria Nathanson, AuD, is a mother of four children—two of whom are profoundly deaf. She is a licensed audiologist and serves on the Minnesota EHDI advisory board representing a culturally deaf organization. She works with hearing parents with newly identified deaf children at Lifetrack's Deaf Family Mentor program. She is a professor at St. Catherine University in their ASL/Interpreting Department. She also holds a graduate certification from Gallaudet University's Deaf and Hard-of-Hearing Infants, Toddlers, and Their Families: Collaboration and Leadership Interdisciplinary.

## Chapter 27 • Quality Improvement: Small Changes That Can Make a Big Difference

**Amanda Norton, MSW**

Amanda is a Quality Improvement Advisor with experience in evaluation, Lean methodology, grant writing, and measure development. Over the past several years, Amanda's work has focused on improving care coordination and access to appropriate healthcare for children, individuals with chronic illnesses, and older adults. She is a dedicated educator and coach focused on mentoring and advising improvement-focused healthcare professionals. Amanda has a Master's of Social Work with a Certificate of Advanced Study in Health Services Management and Policy from Syracuse University.

## Chapter 17 • Family Support &amp; Cultural Competence

**Terri Patterson**

Terri lives in Marietta, Georgia, with her husband Matt and is mom to a daughter and son, both young adults. Their son, Riley, is deaf, and Terri is hard of hearing herself. She is the Director of Chapter Support for Hands & Voices (H&V) Headquarters—providing support and oversight to all H&V chapters, including startup and provisional support, as well as providing technical assistance and information coordination both in the US and abroad. Degreed in Social Sciences/Psychology, Terri founded Georgia Hands & Voices, as well as previously coordinating the Georgia H&V Guide-By-Your-Side Program. Active with the Georgia Stakeholder's UNHS Program and Georgia Newborn Screening Advisory Committee, she is also the co-chair of the Early Hearing Detection & Intervention Parent-to-Parent Committee, having co-authored several resources through the committee, as well as several published articles independently. Terri presents nationally and internationally regarding the experiences of families raising children who are deaf or hard of hearing, as well as on topics, such as family engagement, parent leadership, and systems collaboration.

Chapter 19 • Deaf Professionals & Community Involvement with Early Education



**Julie Rems-Smario**

As the President of California Association of the Deaf, Julie Rems-Smario is committed as an early intervention activist where she can further her goal to preserve, protect, and promote ASL for all Deaf children as a basic human right. As one of the co-founders of Language Equality and Acquisition for Deaf Kids (LEAD-K), she is involved in the legislative campaign to establish mandated language benchmarks for all Deaf children between the ages of 0 to 5. For the work she has done to push for Deaf babies' rights, she was honored by DeafLife as the Deaf Person of the Year in 2014. During her tenure as the founding executive director of DeafHope, 2002-2011, Julie was nationally recognized with several awards, such as CNN Heroes, Pearls Award, and E-Women Network International Humanitarian Award. Currently, she works at DawnSignPress as Marketing Content Developer for children's literature in ASL and English. She also works on a contractual basis creating public service announcements (PSAs) to educate the community about domestic and sexual violence in the Deaf community. Julie lives in the Bay Area with her spouse, David, and three children, Jacob, 22, Joshua, 20, and Jessica 17. As a family, they love spoiling their four chihuahuas—Precious, Cookie, Rocky, and Buster.

Chapter 24 • The Role of Educational Audiologists in the EHDI Process



**Stephanie Sanders, AuD**

Dr. Stephanie Sanders received a Bachelor's in Communicative Sciences and Disorders from Michigan State University and a Doctorate in Audiology from the University of Pittsburgh. She completed a fellowship in the Leadership and Education in Neurodevelopmental and Related Disabilities (LEND) Program at the University of Pittsburgh. Dr. Sanders is an Educational Audiologist with the Trenton Oral Program for the Deaf & Hard of Hearing in Trenton, Michigan. Prior to this appointment, she held positions as an Educational Audiologist with the Jackson County Intermediate School District in Jackson, Michigan, and Pediatric Audiologist and Newborn Hearing Screening Coordinator at Michigan Medicine. Dr. Sanders has served 5 years on the EHDI Advisory Board for the State of Michigan and has held academic appointments as a part-time lecturer at Eastern Michigan University. Her international experience includes humanitarian trips to Kenya, where she worked on a multidisciplinary medical team to provide diagnostics and intervention to those in the community.



## Chapter 18 • Family-Centered Early Intervention Programming for Infants &amp; Toddlers Who Are Deaf or Hard of Hearing

**Marilyn Sass-Lehrer, PhD**

Dr. Sass-Lehrer recently retired from her post as a Professor of Education in the Graduate School at Gallaudet University. She received a master's degree in Deaf Education from New York University and a PhD in Early Childhood Education and Curriculum and Instruction from the University of Maryland. Dr. Sass-Lehrer's teaching focuses on preparing professionals to work with young children who are deaf or hard of hearing and their families. Dr. Sass-Lehrer has worked as a teacher and early intervention specialist in a variety of settings. Her research and writing address teacher competencies and guidelines for best practice, diversity, family-school partnerships, early intervention, and family support and involvement. Dr. Sass-Lehrer is a co-author of *Parents and Their Deaf Children: The Early Years* (Gallaudet Press, 2003) and co-editor of *The Young Deaf or Hard-of-Hearing Child: A Family-Centered Approach to Early Education* (Brookes, 2003). She has authored chapters and articles focusing on children who are deaf or hard of hearing and their families and has done numerous presentations and training workshops for professionals working with families who have young children who are deaf or hard of hearing.

## Chapter 9 • Early Childhood Hearing Screening: Not Just for Newborns

**Lenore Shisler, MS**

Lenore is a senior research scientist with NCHAM. Her work scope has included providing technical assistance to states implementing newborn hearing screening programs, advising a software development team on EHDI information management needs, writing software user guides, and working with the American Academy of Pediatrics and other professional organizations to create instructional materials on infant hearing loss for physicians and parents. Most recently, she has focused on promoting periodic screening to identify children with post-neonatal hearing loss in early childhood settings. Her current projects include expanding and refining instructional materials to assist Head Start grantees in improving and updating their hearing screening practices, developing materials, and designing a protocol to assist primary care providers with integrating objective hearing screening into well-child visits.

Chapter 11 • Empowering Parents & Providers to Talk About Testing Children Who Are Deaf or Hard of Hearing



**Lauren Smith, MEd**

Lauren Smith earned her MEd in Deaf Education from Utah State University (USU) in 2015. As an Early Interventionist in Arizona, she learned to appreciate the importance of parents understanding testing and their child's needs to advocate for themselves. She now works at USU for the Sound Beginnings Early Intervention Program as the birth-to-3 teacher. She works closely with graduate students to help them learn coaching techniques they can use with parents. Lauren encourages parents to connect with one another to share their experiences and expertise. Lauren believes that research and support in early intervention can open the doors for children who are deaf or hard of hearing and their parents.

Chapter 6 • Children Who Are Deaf or Hard of Hearing PLUS  
Chapter 29 • Marketing EHDI



**Rachel St. John, MD, FAAP**

Dr. St. John is a board-certified pediatrician and a NIC-Advanced Certified sign language interpreter through RID. Prior to moving to Texas, she served as Assistant Professor of Clinical Pediatrics and the Director of the Kids Clinic for the Deaf at Georgetown University Hospital in Washington, DC. Currently, Dr. St. John is the physician for the Family-Focused Center for Deaf and Hard-of-Hearing Children at Dallas Children's Medical Center. She also works as a health education consultant at the state and national level, as well as a freelance interpreter specializing in medical encounters in the Dallas-Fort Worth metroplex. She is one of the Texas EHDI American Academy of Pediatrics Chapter Champions and is a member of the National EHDI Task Force. She also continues to serve as adjunct faculty in the Graduate Department of Counseling at Gallaudet University—teaching the course in psychopharmacology and serving as a faculty facilitator for their annual Simulated Society Immersion Workshop.

Chapter 21 • Language Acquisition for the Bilingual Child: A Perspective on Raising Bilingual Children in the U.S.

Chapter 23 • Closing the Gap When Working with Spanish-Speaking Populations



### **Lucia Quiñonez Summer, MA**

Lucia lives in Charlotte, NC, with her husband Thomas Hoyle. She is originally from Ecuador, South America. Lucia has a bachelor's degree in Psychology and a master's degree in Special Education. She holds professional educator's licenses in B-K and D/HH. Lucia was already a teacher of young children when she came to the U.S. from Ecuador. She has also worked in the field as a foreign language interpreter and translator. She currently works as Teacher of the Deaf or Hard of Hearing with the North Carolina Early Sensory Support-Deaf/Hard of Hearing (Office of Early Learning). Her passion is to advocate for the rights of minorities and people with disabilities. Lucia created the Merry Christmas Project. This project delivers toys and nonperishable food items during the holidays to families who are enrolled in the Early Intervention Program for Children Who are Deaf or Hard or Hearing. Lucia is a frequent presenter in the conference circuit on topics that include bilingualism, the role of play in development, working with interpreters in the early intervention setting, and cultural competency and sensitivity.

Chapter 27 • Quality Improvement: Small Changes That Can Make a Big Difference



### **Alyson Ward, MS, IA, CHES**

For over 15 years, Alyson has been involved in health promotion, education, research, policy, evaluation, grant development, and grant review from the community to national levels. Currently she is a senior researcher at the National Center for Hearing Assessment and Management (NCHAM) at Utah State University. Alyson completed the Institute for Healthcare Improvement's Improvement Advisor Professional Development program and serves as NCHAM's Director of Quality Improvement. Additionally, Alyson oversees NCHAM's cytomegalovirus (CMV)-related work and serves on the board for the National CMV Foundation.

## Chapter 1 • The Evolution of EHDI: From Concept to Standard of Care



### Karl R. White, PhD

Dr. White is a Professor of Psychology at Utah State University and the founding Director of NCHAM. Dr. White has conducted numerous research projects and published extensively about the issues and evidence related to implementing and improving the efficacy of Early Hearing Detection and Intervention (EHDI) programs. Projects currently underway at NCHAM are focused on developing more effective hearing screening and intervention programs through research, improving public health information systems, training and technical assistance, and information dissemination. More about NCHAM activities in these areas are available at [www.infanthearing.org](http://www.infanthearing.org). Dr. White also has extensive experience with policy issues related to providing services to children with special healthcare needs. Prior to his work at NCHAM, he was the Director of Research and Development at the National Technical Institute for the Deaf, Director of Research and Evaluation at the Center for Persons with Disabilities, and Director of the Early Intervention Research Institute at Utah State University. From 1984 to 1985, he served as a Congressional Science Fellow with the American Association for the Advancement of Science and worked as a staff member for the Subcommittee on the Handicapped in the United States Senate, where he was responsible for the staff work related to the creation of the Commission on Education of the Deaf and the Education of the Deaf Act of 1986. He serves on many national and international advisory groups for organizations, such as the U.S. Department of Health and Human Services, March of Dimes, the American College of Medical Genetics, and the American Academy of Pediatrics.

## Chapter 6 • Children Who Are Deaf or Hard of Hearing PLUS



### Susan Wiley, PhD

Susan Wiley is a Developmental Pediatrician and Professor at Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine in the Division of Developmental and Behavioral Pediatrics. With her background in developmental pediatrics and interest in children who are deaf or hard of hearing (D/HH), her clinical and research interests merge these two interests in understanding and supporting children who are D/HH Plus.



Chapter 2 • Newborn Hearing Screening  
Chapter 3 • Tracking, Reporting, & Follow-Up



### **Randi Winston-Gerson, AuD, CCC-A**

Dr. Winston-Gerson served as a consulting audiologist to the EAR Foundation of Arizona (EFAZ), the Arizona Department of Health Services, and Arizona's state EHDI program from 1998 to 2015. She helped to establish hospital newborn hearing screening programs in all of Arizona's birthing hospitals and maintains her role in providing technical assistance, program quality, and program improvement to Arizona's state EHDI program. As part of her role, she worked extensively with hearing screening equipment manufacturers to help improve the standard of care in newborn and early childhood hearing screening. She was the lead in the development of NCHAM's Newborn Hearing Screening Training Curriculum (NHSTC). In addition to her work with hospital-based screening, she has been involved in the program development and establishment of a number of state and national birth to 3 OAE screening efforts and has co-authored several research articles involving early childhood screening. She works with Special Olympics of Arizona and is the Director of the Healthy Athletes Hearing Program.

