



Welcome to the EAA 2025 Summer Conference



Welcome!

Welcome to EAA 2025!

On behalf of the EAA 2025 Planning Committee and the Board of Directors, we wish to welcome you to EAA 2025: Building Bridges Summer Conference. Portland, Oregon is known as the “City of Bridges” or “Bridgetown” as there are twelve bridges spanning the Willamette River in Multnomah County. This resonated with the planning committee as our work in educational audiology often spans different areas of a child’s life, whether home and school, or clinic and school. EAA welcomes new and returning attendees to the conference, including other related professional organizations, as we build more connections promoting educational audiology and school based services. By connecting with each other, we not only grow as professionals but we also gain skills to help us deliver the highest quality services to our students and families. This conference features presentations on a variety of cutting edge topics specifically tailored to our work in the field of educational audiology. Welcome to Portland and we hope you find yourself building bridges and making meaningful connections during your time here!

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Thank you to these EAA members who have volunteered their time to lead our organization forward in 2025.

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INSIDE

| | |
|----------------------------------|---------|
| Conference Schedule at a Glance | Page 3 |
| Continuing Education Information | Page 5 |
| Sponsors | Page 7 |
| Exhibitors | Page 7 |
| Session Descriptions | Page 10 |
| Learn more about EAA | Page 18 |

Conference Schedule at a Glance

Tuesday, June 17th

Registration Open – 3:00 pm – 5:30 pm

5:30 pm – 7:30 pm – Welcome Reception, Exhibits, and Poster Sessions

Poster Sessions (located in Deschutes Ballroom):

- Empowering Students: Enhancing Accessibility Through Hearing Technology in Schools
Marli Gathright, AuD
- Bridging the Gap: Addressing Auditory Processing Challenges in Educational Audiology
Marli Gathright, AuD
- Managing Auditory Processing Difficulties using Low-Gain Amplification Devices
Kensley Brewis, BS, Aurora Weaver, AuD, CCC-A, PhD & Alisha Jones, AuD, CCC-A, PhD
- Gamification Hearing Screenings GESv3: A Validation Study
Harper Andrews and Aurora Weaver, AuD, CCC-A, PhD
- Educational Audiology is a Related Service Under the Individuals with Disabilities Education Act (IDEA): Does the Service Exist in the Rhode Island Public Schools?
Kym Meyer, PhD, CCA-A and Meaghan Marcoux, BS
- Aided QuickSIN Scores for Verified NAL-NL2 Targets Versus a Manufacturer's Initial Fit
Olivia Riemer, AuD, CCC-A
- Meeting the hearing care needs of children with complex disabilities: challenges and insights from educational audiologists & related professionals
Hannah Siburt, AuD, PhD and Nancy Quick, MS-SLP, PhD
- Emergency Preparedness for Deaf, DeafBlind, and Hard of Hearing Students
Sarah Schraufnagel, CCC-A

Exhibits located in Foyer

Wednesday, June 18th

8:00 am – 9:30 am – Keynote: Soundtrack of Silence

Matt Hay

Deschutes Ballroom

9:45 am – 11:15 am

- *Least Restrictive Environment – what does that mean for DHH students?*
Kym Meyer, PhD, CCC-A
Columbia 1

Conference Schedule at a Glance - continued

9:45 am – 11:15 am (cont)

- Why Should Educational Audiologists Be Concerned With Legislation That Relates to Medicare? What Are Some Legislative Proposals That Affect Educational Audiologists?
Tena McNamara, AuD
Deschutes Ballroom
- Supporting Students with Auditory Processing Disorder
John Coverstone, AuD and Gail Whitelaw, PhD
Columbia 2

11:30 am – 1:00 pm

Lunch – EAA Annual Meeting and Frederick S. Berg Award Presentation
Deschutes Ballroom

1:30 pm – 3:00 pm

- Exploring the Use of Virtual Reality Simulations to Promote Teacher Understanding of Hearing Loss: A Mixed Methods Study
Dave Gordey, PhD
Deschutes Ballroom
- Introducing Colorado's Educational Model of APD: A Framework Developed By and For Educational Audiologists
Lisa Lisowe, AuD
Columbia 1
- Development and Assessment of Voice Emotion Perception In Preschool-Aged Children With and Without Hearing Loss
Monika-Maria Oster, PhD, CED, LSLS cert. AVT
Columbia 2

3:15 pm – 4:45 pm

- School-Based Audiology Management of cCMV Children
Kathleen J Riley, AuD
Columbia 1
- Educational Excellence: What do we Need to Ensure Success?
Janet DesGeorges
Columbia 2
- Auracast in the classroom: The future is hear!
Amy Bradbury, Au.D CCC-A and Jason Rude, BSIE, MEEI
Deschutes Ballroom

Conference Schedule at a Glance - continued

Wednesday, June 18th

5:00 pm – 6:30 pm

Networking and Mingling Social Event

Thursday, June 19th

8:00 am – 9:30 am

- Put Your Cap On: The ABCs of APD: A Basic Introduction of Auditory Processing
Matt Barker, AuD CCC-A MNZAS and Amy Bradbury, AuD
Deschutes Ballroom
- Making an impact: inservice ideas for educational audiologists
Tina Childress, AuD, CCC-A
Columbia 1
- Auditory IQ: Understanding What the Brain Hears
Jacqueline Scholl, Au.D., CCC-A, P.S.
Columbia 2

9:45 am – 11:15 am

- Tinnitus management in the school setting
John Coverstone, AuD and Gail Whitelaw, PhD
Deschutes Ballroom
- Educational Audiology Training in the United States
Susan Dillmuth-Miller, AuD, Samantha Gustafson, PhD, Kathi Riley, AuD, & Cheryl DeConde Johnson, EdD
Columbia 1

11:30 am – 1:00 pm – Lunch Session (60 minute presentation) – Taking a Bigfoot Forward with AI

Sarah Benner, Au.D., CCC-A, Nia Potier, Au.D., CCC-A, & Patty Shappell, AuD, CCC-A
Deschutes Ballroom

1:30 pm – 3:00 pm

- Hearing Device Apps
Tina Childress, AuD, CCC-A
Columbia 1

Conference Schedule at a Glance - continued

Thursday, June 19th (cont)

1:30 pm – 3:00 pm

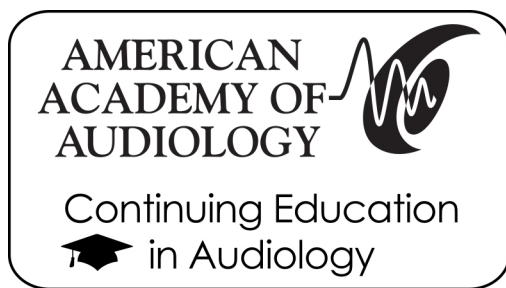
- Considerations for Supporting Students with Single-Sided Deafness (SSD) and a Cochlear Implant
Christine Brown, AuD
Deschutes Ballroom
- Educational Audiology in Oregon and Beyond: Current Practices and Future Directions
Briana Hester, AuD, CCC-A, PASC and Shelby Atwill, AuD
Columbia 2

The Conference is partially support by sponsorship from Phonak, Oticon, and ASHA. See more information on our Sponsors and Exhibitors on Pages 6 - 9.

Presenter Disclosures, along with learning objectives are available online at <https://edaud.org/conference-sessions/> or scan the QR code -



Continuing Education



TM

Educational Audiology Association is approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth a maximum of 1.25 CEUs. Academy approval of this continuing education activity is based on course content only and does not imply endorsement of course content, specific products, or clinical procedure, or adherence of the event to the Academy's Code of Ethics. Any views that are presented are those of the presenter/CE Provider and not necessarily of the American Academy of Audiology..



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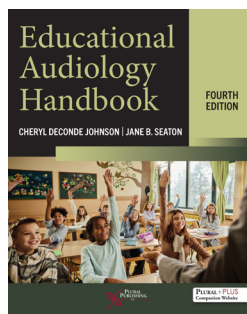
Mark your calendars for
Educational Audiology Awareness

EDUCATIONAL AUDIOLOGY AWARENESS WEEK

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#EdAudAdvocacy

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Scan for details!



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Said no teacher ever.**

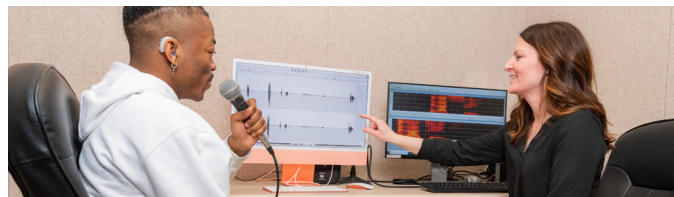


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Conference Schedule Descriptions

Scan the QR code to see more about presenters and learning objectives!



Tuesday, June 17th

5:30 pm – 7:30 pm Poster Sessions (Deschutes Ballroom):

Empowering Students: Enhancing Accessibility Through Hearing Technology in Schools

Marli Gathright

This poster explores innovative, practical strategies for implementing and managing hearing technology to support students with hearing loss and auditory processing challenges. As an educational audiologist in a diverse public school district, I share insights into overcoming barriers like staff training, resource limitations, and lack of awareness. Through real-world case studies and data, attendees will learn how to integrate FM/DM systems into classroom settings, build teacher and staff buy-in, and develop tailored approaches for underserved student populations. This presentation also highlights ways to advocate for equitable resources and foster collaboration among educators, families, and audiologists to ensure academic success. Attendees will gain actionable tools and strategies to enhance accessibility, improve student outcomes, and advance inclusive practices in their own educational settings.

Bridging the Gap: Addressing Auditory Processing Challenges in Educational Audiology

Marli Gathright

Auditory Processing Disorder (APD) presents unique challenges for students in educational settings, affecting their ability to process auditory information and leading to difficulties in learning and communication. Educational audiologists play a critical role in identifying APD, implementing interventions, and collaborating with educators and families to provide effective support. This poster explores best practices for integrating auditory processing assessments into school-based audiology programs, evidence-based intervention strategies, and ways to advocate for students with APD. Topics include the use of FM/DM systems, classroom accommodations, and structured therapy approaches that address auditory discrimination, memory, and comprehension difficulties. Attendees will gain actionable strategies for improving APD identification in schools, fostering interdisciplinary collaboration, and implementing targeted interventions that enhance student success.

Managing Auditory Processing Difficulties using Low-Gain Amplification Devices

Kensley Brewis, Aurora Weaver, & Alisha Jones

Auditory processing difficulties (APD) pose as a challenge for individuals with normal hearing acuity, especially in noisy environments. Although frequency modulation (FM) systems provide benefits like improved speech perception and classroom listening behaviors, these devices are not always practical and the benefits can be limited if both the speaker and listener are not using the device properly (Friederichs & Friederichs, 2005) (Roup et al., 2018). Low-gain amplification devices have recently been added to the recommendations that patients with APD have been receiving. Low-gain amplification devices have demonstrated improvements in speech-in-noise performance as well as self-reported outcomes for adults with perceived hearing difficulties (Roup et al., 2018). This retrospective study evaluates the potential of low-gain amplification devices for individuals with APD or perceived hearing difficulties focusing on candidacy, fitting protocols, and outcome measures. Data from patients evaluated at the Auburn University Speech and Hearing Clinic from 2020 to 2025 highlight the clinical benefits of low-gain amplification devices and their role in improving functional listening.

Poster Sessions - continued

Gamification Hearing Screenings GESv3: A Validation Study

Harper Andrews and Aurora Weaver

Over the last few years, the Auditory and Music Perception Lab at Auburn University has been working with computer programmers toward developing the Auburn Graded Early Skills (AGES) app-based hearing screening tool to increase access of hearing screenings to the community. The AGES app protocol is consistent with hearing screening using the gold-standard. However sensitivity and specificity needs to be improved by working with computer programmers. Data will then be taken on individuals' performances on both the AGES app and the gold standard to validate the AGES app's accuracy.

Educational Audiology is a Related Service Under the Individuals with Disabilities Education Act (IDEA): Does the Service Exist in the Rhode Island Public Schools?

Kym Meyer and Meaghan Marcoux

Educational audiologists (EdAuds) are related service providers under the Individuals with Disabilities Education Act, however many Deaf and Hard of Hearing (DHH) students are not receiving this service. In 2016, there were 1,273 full-time EdAuds in public schools across the U.S. (DeConde Johnson & Seaton, 2021), however EdAud information from Rhode Island has not been reported (McCormick Richburg & Smiley, 2009). Our survey sent to Rhode Island special education directors attempted to identify the state of educational audiology offered to DHH students in public schools and addresses the following research questions: -Who are service providers for Deaf and Hard of Hearing students in Rhode Island public schools? -What do Rhode Island special education directors know about educational audiology?

Aided QuickSIN Scores for Verified NAL-NL2 Targets Versus a Manufacturer's Initial Fit

Olivia Riemer

This study compared real-ear measurements to a manufacturer's initial fit method and examined the difference in speech in noise scores. Participants included seventeen experienced hearing aid users. Each participant completed pure-tone audiometry which included air and bone conduction, otoscopy, and tympanometry. Participants were then fit with a pair of demo hearing aids with the two fitting methods, real-ear measurements and a manufacturer's initial fit, and were tested in the sound booth with the QuickSIN. Results indicated that when participants were fit with real-ear measurement targets, their speech in noise scores significantly improved.

Meeting the hearing care needs of children with complex disabilities: challenges and insights from educational audiologists & related professionals

Hannah Siburt and Nancy Quick

School-age children with complex support needs receive special education services to achieve academic standards. These students may present with speech, motor, and sensory challenges. Educational audiologists play a critical role in supporting these students; however, hearing loss is both under-identified and underserved in this diverse population. This project aims to identify and describe the challenges faced by audiologists and related professionals in providing hearing care to students with complex needs. This project gathered input from 34 participants, including educational audiologists, autism spectrum disorder consultants, and educators. Individuals participated in group interviews. The interview transcripts are undergoing content analysis to identify themes and sub-themes. The coding process is being cross-checked with discrepancies resolved through discussion. The data will be organized into categories and meaning units to allow for analysis and discussion. This project will provide information regarding challenges to audiologic care in the educational setting and suggestions for improved service provision.

Poster Sessions - continued

Emergency Preparedness for Deaf, DeafBlind, and Hard of Hearing Students

Sarah Schraufnagel

Emergencies can happen at any time and in any setting. It is important to prepare for these situations so that all students remain safe. There are certain considerations that need to be made when thinking about the safety of students who are deaf, deaf-blind, or hard of hearing in emergency situations. This poster presentation identifies current practices, shares ideas on how to improve, and discusses the importance of bringing awareness to this topic.

Wednesday, June 18th

8:00 am – 9:30 am – Keynote: Soundtrack of Silence

Matt Hay

Matt was a sophomore in college when he finds out he is going to lose his hearing. He coasts through the early years of his diagnosis in denial, but as his hearing aids get bigger and bigger, Matt realizes he wants to capture the sounds that are slipping away: his girlfriend's voice, the click of her heels, and especially, the songs of their invincible youth. Matt starts listening to music with a new appreciation — truly studying it, as he curates the soundtrack for the rest of his life. Behind each song, there is a coming-of-age story about freedom, tragedy, and falling in love. When Matt's hearing eventually fades to nothing, the silent soundtrack in his head takes on a role he never imagines. The audience for his story of overcoming the physical, mental and emotional challenges always changes but his authentic delivery never does. He shares his message in hopes to keep someone from ever feeling as lost, helpless and alone as he did the day he woke up deaf...the day sound became only a memory.

9:45 am – 11:15 am

Least Restrictive Environment – what does that mean for DHH students?

Kym Meyer, PhD, CCC-A

Least Restrictive Environment (LRE) can be confusing and how it applies to Deaf/hard of hearing (DHH) students often is not well understood by school administrators. This presentation will share a recently published document outlining federal laws, policy guidance and best practice guidelines for school teams to follow when considering the LRE for DHH children.

Why Should Educational Audiologists Be Concerned With Legislation That Relates to Medicare? What Are Some Legislative Proposals That Affect Educational Audiologists?

Tena McNamara, AuD

This presentation aims to illuminate the current and relevant legislation affecting audiology and various school-based services. It will delve into the vital role of advocacy in promoting meaningful change and improving the quality of essential services for students. Attendees will be presented with concrete legislative examples that illustrate the impact of advocacy efforts. Additionally, practical strategies will be shared to empower individuals to become informed and effective advocates. We will explore key skills, depth of knowledge, and the right mindset necessary for advocating successfully in this field, ensuring that participants are equipped to make a difference in this profession.

Conference Schedule Descriptions - continued

Wednesday, June 18th (cont)

9:45 am – 11:15 am (cont)

Supporting Students with Auditory Processing Disorder

John Coverstone, AuD and Gail Whitelaw, PhD

An increasing number of children are being identified with auditory processing disorder. There are a growing array of tools available to audiologists to diagnose, describe, and treat auditory processing problems. This presentation will provide education in diagnosis and treatment of students with auditory processing disorder in an educational environment. The goal is to help audiologists increase services in this area and provide much-needed support to students who do not fit into the traditional models of hearing impairment. By the conclusion of the presentation, participants will be able to perform screenings and/or evaluations for auditory processing disorder and recommend treatment for diagnosed conditions.

11:30 am – 1:00 pm

Lunch – EAA Annual Meeting and Frederick S. Berg Award Presentation

1:30 pm – 3:00 pm

Exploring the Use of Virtual Reality Simulations to Promote Teacher Understanding of Hearing Loss: A Mixed Methods Study

Dave Gordey, PhD

The classroom is crucial for learning, social skill development, and fostering community. For students who are deaf or hard of hearing and attending their neighborhood school alongside peers with typical hearing, teacher understanding of hearing loss is essential. Traditional teacher education on hearing loss such as explaining the audiogram and discussing hearing technology, may not fully convey the communication challenges these students face. Virtual reality (VR) simulations offer an immersive experience and may help teachers better understand hearing and its relationship with communication access. In this study we explored how VR simulations might enhance teachers' understanding of hearing loss, comparing them to traditional hearing education support activities.

Introducing Colorado's Educational Model of APD: A Framework Developed By and For Educational Audiologists

Lisa Lisowe, AuD

Colorado is one of a few states in the country to have a comprehensive set of guidelines for assessment and management of auditory processing deficits (APD) in the school setting. The first guidance document was released in 1997 and later revised in 2008. A 2024 revision has just debuted and this presentation will highlight what's new and improved. Notable changes include: a modernized transdisciplinary continuum for discussing listening difficulties in the school age population; a holistic and efficient suggested audiological assessment framework; new criteria for identification of an educationally significant auditory processing deficit; and enhanced, practical, school-based interventions focused on top down and bottom up strategies.

Conference Schedule Descriptions - continued

1:30 pm – 3:00 pm (cont)

Development and Assessment of Voice Emotion Perception In Preschool-Aged Children With and Without Hearing Loss

Monika-Maria Oster, PhD, CED, LSLS cert. AVT

The ability to perceive different voice emotions is important in the development of social-emotional, cognitive and communication skills, and is related to quality of life. Therefore, aural habilitation programs for children who are deaf/hard of hearing (DHH) should include assessments and interventions for voice emotion perception. However, clinical assessment and intervention tools are lacking, particularly for young children. One reason for this lack of tools is that the development of voice emotion perception in young children who are DHH is not well understood. This gap in knowledge is driven by a lack of age-appropriate assessment protocols and procedures. This presentation will review the current state of knowledge related to the development of voice emotion perception and its relationship to other areas of development. It will also present the results of a recent research study, which was in part funded by the EAA's Noel Matkin grant, that was designed to evaluate the development of voice emotion perception in 3- to 5-year-old DHH and TH children. Lastly, implications for future research and the development of clinical assessment and intervention tools will be discussed.

3:15 pm – 4:45 pm

School-Based Audiology Management of cCMV Children

Kathleen J Riley, AuD

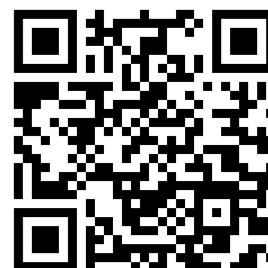
Congenital CMV (cCMV) is the primary non-genetic cause of sensorineural hearing loss, and a leading cause of delayed onset hearing loss in children. The hearing loss may manifest or progress at different ages and to varying degrees, subsequently impacting developmental outcomes and the need for early and school-based intervention, including audiological and speech-language intervention. In this session, we will review the varied ways cCMV may present in school-age children, propose an audiological management plan, and give examples of how this plan can be used within inter-professional practice.

Educational Excellence: What do we Need to Ensure Success?

Janet DesGeorges

There is a huge diversity of educational needs among students who are deaf/hard of hearing. What is the 'thing' that leads to success? Unique considerations for students will be addressed, including educational placement, educational audiology needs, modality/language needs, and proficiency of staff. This session will explore the unique characteristics of supporting children who are deaf/hard of hearing, while examining the core components that lead to success for ALL children. This session will also cover legislation (I.D.E.A Special Considerations; ADA) policy and program guidance (OSEP; NASDSE) and other components of educational systemic guidance that can be used at the grassroots level in the I.E.P. process. As parents and professionals, we need to understand WHAT our children need, and HOW to advocate for the needs of students effectively and collaboratively.

Scan the QR code to see more about presenters and learning objectives



Conference Schedule at a Glance - continued

3:15 pm – 4:45 pm (cont)

Auracast in the classroom: The future is hear!

Amy Bradbury, Au.D CCC-A and Jason Rude, BSIE, MEEI

Auracast has the potential to transform the way audio is received by hard of hearing and deaf individuals when using hearing assistive technology. Announced in 2022 by the Bluetooth Special Interest Group, Auracast is an audio broadcast standard that eliminates the need for pairing, thereby saving battery life for hearing aids and medical hearing devices. Several hearing aid and medical hearing device manufacturers have now integrated Auracast into their devices continuing to broaden accessibility for aided hard of hearing and deaf individuals. Consequently, Auracast is ready to be deployed in the classroom and continues to advance accessibility for individuals with hearing loss. This presentation will provide an introduction to Auracast and look at the practical application in a classroom and the implications to clinical audiologists, educational audiologists, teachers, and aided hard of hearing and deaf students. Combining the ear-level amplification through Auracast with the benefits of a classroom audio distribution (sound field) system, this presentation will share the qualitative results of three case studies and how Auracast can be a viable solution in the classroom.

Thursday, June 19th

8:00 am – 9:30 am

Put Your Cap On: The ABCs of APD: A Basic Introduction of Auditory Processing

Matt Barker, AuD CCC-A MNZAS and Amy Bradbury, AuD

This session will focus on defining auditory processing and how it relates to higher order functions like language and reading. It will highlight scientific evidence to prove, without a doubt, auditory processing's efficacy in our field. Various areas of auditory processing and possible impacts (based on ASHA and AAA's categories) will be reviewed. Discussion of some historical and more modern approaches to this sometimes confusing and/or debated area of audiology, highlighting some successful ways to navigate CAPD with emphasis on student outcomes vs. a label of 'auditory processing disorder'. This session will conclude with a review of auditory processing evaluation reports and recommendations and provide solutions and next steps in the school setting for educational audiologists.

Making an impact: inservice ideas for educational audiologists

Tina Childress, AuD, CCC-A

In this interactive workshop, you'll discover the art of creating a brief yet powerful inservice to help colleagues and families understand how being deaf or hard of hearing affects students in and beyond the classroom. We'll explore strategies that bring these realities to life, including sound simulations, hands-on activities, and practical resources. You'll learn how to harness pre-made templates and printable materials that simplify planning and increase engagement. By weaving these tools into your inservice, you'll foster inclusive learning environments where educators, families, and students forge stronger connections. This session also highlights online platforms offering additional support—such as personalized listening scenarios—to deepen empathy and collaboration. We'll conclude by sharing even more ideas and inviting you to introduce any resources not yet discussed, ensuring every participant leaves with a comprehensive toolkit. Join us to empower your educational community and transform your next inservice into an essential step toward full accessibility and understanding.

Conference Schedule Descriptions - continued

8:00 am – 9:30 am (cont)

Auditory IQ: Understanding What the Brain Hears

Jacqueline Scholl, Au.D., CCC-A, P.S.

Young school-aged children are being identified with reading delays at alarming rates. Most reading interventions are based on the delivery of instructions without regard to the neurobiology of the deficit. While many focus on the symptoms, this session will highlight assessment and treatment of those with auditory-cognitive mechanisms at the core. Prevalence, expressions, and neurobiological explanations of how auditory and cognitive performance can vary between individuals will be examined. In addition to a review of some contemporary methods used to screen and assess the auditory system, approaches to targeted and effective interventions will be explored. This session is designed to give an overview of the problem, the vast numbers it affects, and increasing your overall auditory I.Q.

9:45 am – 11:15 am

Tinnitus management in the school setting

John Coverstone, AuD and Gail Whitelaw, PhD

It is estimated that 70 million Americans experience tinnitus with many of them being children. Children with tinnitus have often been an overlooked population for a number of reasons, including them being misdiagnosed as having ADHD or never having been asked about their tinnitus. Based on both anecdotal evidence and research in this population, it is clear that tinnitus and related sound tolerance disorders in children impact listening and learning in the classroom. This presentation will describe evaluation, management, and treatment of students of students with tinnitus, many who also experience hearing loss. Assessment tools and techniques will be presented. The impact of tinnitus and sound tolerance issues on both classroom performance and social issues will be discussed. A range of tinnitus and management options will be described. The goal is to understand the impact of tinnitus on listening and learning in the classroom setting and how to address this in the educational environment. Creating IEP and 504 goals related to the educational impact of tinnitus will be highlighted.

Educational Audiology Training in the United States

Susan Dillmuth-Miller, AuD, Samantha Gustafson, PhD, Kathi Riley, AuD, & Cheryl DeConde Johnson, EdD

The specialty of educational audiology was first defined a half-century ago; however, the way in which audiology students are prepared for this specialty has varied over the years. In the last evaluation of educational audiology preparation that was reported nearly 20 years ago, only 54% of programs reported to provide training specific to educational audiology. This talk will provide an update to the status of educational audiology training and practice requirements across the United States. We will discuss how educational audiology content and clinical training opportunities are offered to graduate students enrolled in Doctor of Audiology (Au.D.) programs in the United States and how educational audiology training aligns with state-level practice requirements. The future of educational audiology training will be discussed.

Conference Schedule Descriptions - continued

11:30 am – 1:00 pm – Lunch Session (60 minute presentation) – Taking a Bigfoot forward with AI

Sarah Benner, Au.D., CCC-A, Nia Potier, Au.D., CCC-A, & Patty Shappell, AuD, CCC-A

Artificial intelligence (AI) is set to transform the hearing industry. This course explores types of AI in hearing healthcare with a special focus on recent advancements. Patient benefits, clinical applications, and current research will be discussed as well as mythbusting around the topic.

1:30 pm – 3:00 pm

Hearing Device Apps

Tina Childress, AuD, CCC-A

This workshop offers an overview of hearing device apps compatible with Phonak, Oticon, ReSound, Advanced Bionics, Cochlear, and MED-EL devices, specifically designed to support students who are deaf or hard of hearing. We'll explore key app features, discuss device-specific functions, and provide guidance on selecting and using these tools effectively in school settings. Attendees will gain insights into using apps for monitoring, adjusting settings, and troubleshooting, enhancing accessibility and student engagement.

Considerations for Supporting Students with Single-Sided Deafness (SSD) and a Cochlear Implant

Christine Brown, AuD

Pediatric cochlear implant (CI) indications have expanded and evolved over the past several years. One population of pediatric cochlear implant recipients that is growing rapidly is that of children with single-sided deafness (SSD). In this session, we will review current evidence-based best practices in the areas of CI candidacy, evaluation, and management for children with SSD as well as review the current research regarding cochlear implant outcomes in this population. While this population is rapidly expanding, limited research exists to guide best practices for supporting these students at school. We will review the currently available research and future research needs as we discuss considerations for the assessment of student listening needs and challenges, factors to consider during the assessment and selection of hearing assistive technology, and modifications needed in order to verify CI function, assess benefit, and provide effective aural rehabilitation that are unique to this population.

Educational Audiology in Oregon and Beyond: Current Practices and Future Directions

Briana Hester, AuD, CCC-A, PASC and Shelby Atwill, AuD

Through the lens of special education, a diagnosis of “Deaf/Hard of Hearing” is considered a low-incidence but high-impact disability. There is typically a lack of Educational Audiologists required to serve the needs of these students. The first half of the presentation will describe the results of a survey regarding current practices of Educational Audiologists in the state of Oregon, including the number of full time, part time, and contracted providers, regions served, and services provided to students aged 3-21 years. The second half will explore barriers related to pediatric hearing healthcare in school settings and probe for potential solutions. An open forum will then be held to discuss broader issues impacting Educational Audiologists across the country, including ideas for alternative methods of service provision.

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August 2025

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