<u>**English Abstract Example**</u>

Learning Track: 6. Professional Practice, Mentoring, and Innovations in Service Delivery

Three Learning Outcomes (By the end of this session, participants will:)

1. Identify their strengths in coaching families to use effective strategies in three target areas.
2. Create an action plan for growth in one of 14 areas for professional development.
3. List resources currently available to assist in professional development.

Instruction Level: Intermediate

Session Title: Using Self-Assessment to Enhance Your Practice

Please provide a summary of this presentation (maximum 50 words) to be used on the Symposium website as a session description:

Providers will complete three sections of the L2L Self-Assessment Tool that relate to increasing auditory access, strengthening early language development, and providing family-centered intervention. Providers will assess their own skills, reflect on families on their caseload, and identify the strategies and key resources.

Instructional Methods: Lecture, Individual work, Small group work

Please describe this presentation in more detail (maximum 250 words) for the proposal review committee:

This workshop will focus on provider self-assessment. and the need for professional development, in particular self-reflection, in order to improve one's abilities to deliver effective services.

Early intervention professionals are charged with providing high quality, evidence-based early intervention services to families of young children who have hearing differences. Professionals need to have a thorough understanding of listening and spoken language development, while also being a skillful coach for parents and providing family support.

Spoken communication development of young children is strongly influenced by the quality and quantity of input the child receives. When providers want to learn more about spoken language outcomes, it can be difficult to know where to start, what to prioritize, and how to access resources to successfully implement a professional development plan.

Using the L2L Coaching Model, A Provider Self-Assessment Tool For Early Intervention Providers Who Serve Families Using Listening and Spoken Language, providers will identify their strengths & areas for growth in helping DHH children and their families to develop listening and spoken language abilities by addressing factors known to contribute to success in this area, i.e. full time access to sound, well-fit hearing technology, and a language-rich environment (Tomblin et al, 2015).

During this session providers will complete three sections of the L2L that relate to supporting full time use of hearing technology and reinforcing a language rich home environment. Providers will assess their

own comfort, reflect on families on their caseload's ability to integrate the skills in daily life, and identify the strategies and resources.

Three (3) research citations (in APA style) that support your proposal:

1. Ambrose, S. E., Walker, E. A., Unflat-Berry, L. M., Oleson, J. J., & Moeller, M. P. (2015). Quantity and Quality of Caregivers' Linguistic Input to 18-Month and 3-Year-Old Children Who Are Hard of Hearing. Ear and hearing, 36 Suppl 1(0 1), 48S–59S.
2. Harrison, M., Page, T.A., Oleson, J., Spratford, M., Berry, L., Peterson, B., Wellhaven, A., Arenas, R., Moeller, M. P. (2016). Factors affecting early services for children who are hard of hearing. Language, Speech and Hearing Services in Schools, 47(1), 16-30. [PMCID: PMC4766183]
3. Kemp, P., & Turnbull, A. P. (2014). Coaching with parents in early intervention: An interdisciplinary research synthesis. Infants & Young Children, 27(4), 305-324.
4. Moeller, M. P., & Tomblin, J. B. (2015). An introduction to the outcomes of children with hearing loss study. Ear and hearing, 36(0 1), 4S.

Type of Proposal: 1.0 hour Concurrent Session