17th Annual Eleanor M. Saffran Conference  
on Cognitive Neuroscience & Rehabilitation of Communication Disorders  
Friday and Saturday, September 29-30, 2023  
Language and Communication in the Deaf and Hard of Hearing Communities

Day One  
Friday, September 29, 2023

10:00 – 10:20  
Nadine Martin, Ph.D., CCC-SLP & Matthew L. Hall, Ph.D., Temple University  
Introduction & Welcoming Remarks  
Learning Objective:  
1) Explain the value of input from people with lived experience as Deaf or hard of hearing as a component of evidence-based practice

10:20 – 11:20  
James McCann, Ed.D., Gallaudet University  
SLPs supporting D/HH children: Challenges and Opportunities  
Learning Objectives:  
1.) Identify challenges facing SLPs supporting D/HH children and adolescents, specifically those who use sign language as part of their communication  
2.) Evaluate language assessment and intervention practices used with D/HH children and adolescents  
3.) Describe culturally and linguistically responsive services working with D/HH communities

11:20 – 12:20  
Sarah Honigfeld, Ed.D., Gallaudet University  
The Benefits of American Sign Language (ASL) and English Bilingualism for Young Deaf and Hard of Hearing Children  
Learning Objectives:  
1.) Summarize the evidence supporting ASL and English bilingualism for young deaf and hard of hearing children  
2.) List strategies for promoting ASL and English bilingualism for young deaf and hard of hearing children and their families  
3.) Promote an informed and accurate understanding of language learning for young deaf and hard of hearing children

12:20 – 2:00  
Lunch/Break – Student Scholars Lunch with Judith Cooper, Holly Storkel, & Kelly King

2:00 – 3:15  
Student Scholar Poster Session
3:20–4:20  David Quinto-Pozos, Ph.D., The University of Texas at Austin
Signed language communication challenges considering deaf children’s language exposure
Learning Objectives:
1.) Explain previous research on the types of communication challenges that have been documented for school-aged deaf signing children;
2.) Describe what US-based professionals (ASL specialists, teachers, SLPs, school psychologists, etc.) who work with school-aged deaf children have witnessed with regard to deaf children’s signed language communication challenges;
3.) Summarize differences in communication challenges between deaf children with and without robust exposure to a signed language.

4:20–4:40  Break

4:40–5:40  Keynote Address-
Jon Henner, Ph.D. University of North Carolina at Greensboro
Octavian Robinson, Ph.D., Gallaudet University
Quit Disordering Deaf and Disabled Kids’ Languaging
Learning Objectives:
1.) Define the difference between disability and debility in the context of languaging
2.) Define Crip in several different parts of language use (e.g. verb, adjective, adverb)
3.) Deploy crip approaches to assessment of deaf and disabled children’s language practices
3.) Describe languaging biases that can disorder language used by deaf and disabled children

5:40–6:00  Q&A Discussion and Closing Remarks
Day Two  
Saturday, September 30, 2023

9:00–9:20  
**Nadine Martin, Ph.D., CCC-SLP & Matthew L. Hall, Ph.D., Temple University**  
*Introduction & Welcoming Remarks*

9:20-10:20  
**Wyatte C. Hall, Ph.D., University of Rochester Medical Center**  
"Is language deprivation syndrome a neurodevelopmental disorder?"

*Learning Objectives:*
1.) Define language deprivation and language deprivation syndrome  
2.) Describe the consequences of language deprivation syndrome on physical and mental health in DHH populations  
3.) Summarize current trends of deaf child development and how they may relate to risk of language deprivation

10:20-11:20  
**Jing Shen, Ph.D., Temple University**  
*Speech perception by adults with age-related hearing loss: the interplay between acoustic and linguistic factors*

*Learning Objectives:*
1.) Identify 3 environmental factors contributing to speech perception challenges for adults with age-related hearing loss  
2.) Define 3 outcome measures that can be used to measure speech perception performance/experience under challenging conditions  
3.) Summarize the interaction between acoustic and linguistic factors in speech perception by adults with age-related hearing loss

11:20-11:40  
**Break**

11:40-12:40  
**Panel Discussion – DHH perspectives on this year’s Saffran Conference**  
*Deaf & hard-of-hearing attendees are invited to share their observations, questions, & feedback about this year’s conference – both content and execution. Dr. Jody Cripps will facilitate the conversation*

*Learning Objectives:*
Participants will be able to honor the principle of “Nothing about us without us” by:  
1.) Identifying ideas from the conference most strongly endorsed by DHH panelists  
2.) Identifying ideas from the conference most strongly opposed by DHH panelists  
3.) Identifying topics that DHH panelists believe did not receive enough investigation

12:40-1:40  
**Lunch**
Breakout Sessions:

1:40–4:40 Matthew L. Hall, Ph.D., Temple University  
Learning Objectives:  
1.) Discuss the value of collecting cumulative language histories when working with DHH children  
2.) Explain what a Language Access Profile is and how it differs from “communication mode”  
3.) Compare and contrast the DHH Language Exposure Assessment Tool (D-LEAT) and the Language Access Profile Tool (LAPT)  
4.) Apply information about early language access to clinical processes including diagnosis and intervention planning

1:40–4:40 Sarah Sparks, Au.D., CCC-A, CH-TM, Baltimore City Public Schools  
Workshop on Adult Populations: Cultivating Self-Awareness and Self-Advocacy Skill Development When Working with Deaf and Hard of Hearing Clients  
Learning Objectives:  
1.) Define self-awareness and self-advocacy.  
2.) Apply self-awareness and self-advocacy concepts to scenarios involving deaf and hard of hearing clients.  
3.) Describe at least 3 strategies for promoting self-awareness and self-advocacy skills when working with deaf and hard of hearing clients.

4:40–5:00 Reconvene as single group for final discussion

5:00 Adjourn
Registration will open in July 2023 at:
https://noncredit.temple.edu/portal/events/reg/participantTypeSelection.do?method=load&entityId=126590300.


This course is available for partial ASHA CEUs. CEUs are awarded only for sessions that a participant attends and for which they complete the attendance requirements. In order to be eligible for CEUs, you must:
- Complete the overall event survey within 3 days of the conference closing (by October 3, 2023 at 5:15pm EDT).
- The survey will include the opportunity to submit your ASHA Number and request CE credit.
- Attendees should only claim credit commensurate with the extent of their participation in the sessions.
- For poster sessions, attendees are expected to engage for 15 minutes per poster (i.e., four posters to earn 0.1 CEUs)

Sponsorship & Support

This Conference is sponsored by:

The Saffran Conference is sponsored by the Eleanor M. Saffran Center for Cognitive Neuroscience in the Department of Communication Sciences and Disorders and the College of Public Health, Temple University.

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Presenter Disclosures:

Dr. James McCann is receiving a speaking fee and travel reimbursement for this presentation. He has no nonfinancial relationships to disclose.

Dr. Sarah Honigfeld is receiving a speaking fee and travel reimbursement for this presentation. She has no nonfinancial relationships to disclose.

Dr. David Quinto-Pozos is receiving a speaking fee for this presentation and travel reimbursement for this presentation. He has no nonfinancial relationships to disclose.

Dr. Octavian Robinson is receiving a speaking fee and travel reimbursement for this presentation. He has no nonfinancial relationships to disclose.

Dr. Jon Henner is receiving a speaking fee for this presentation. He has no nonfinancial relationships to disclose.

Dr. Wyatte Hall is receiving a speaking fee and travel reimbursement for this presentation. He has no nonfinancial relationships to disclose.

Dr. Jing Shen receives grants from the NIH to fund research. She has no nonfinancial relationships to disclose.

Dr. Matthew Hall has no financial relationships to disclose. He has personal and professional nonfinancial relationships to disclose; Dr. Hall is the originator of the concept of Language Access Profiles and is the co-creator of the measurement tools.

Dr. Sarah Sparks is receiving a speaking fee and travel reimbursement for this presentation. She has no nonfinancial relationships to disclose.