

2009 EAA SUMMER CONFERENCE CEU TRACKING FORM

IMPORTANT: FILL OUT THIS FORM AS YOU ATTEND SESSIONS

- Keep track of your participation at the various sessions during the conference.
- The session monitor will announce the attendance code at the end of each session.
- Record the attendance code in the space provided on this form.
- You must attend the entire session in order to receive the indicated hours/CEUs.
- Meals and social activities do not count as contact hours for continuing education purposes.
- One contact hour (60 minutes) equals .1 CEU.



**White copy must be returned to the registration desk prior to leaving the conference. (Yellow copy is for your records)**

Participant's Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

ASHA # \_\_\_\_\_ AAA# \_\_\_\_\_

Address: \_\_\_\_\_ City/State: \_\_\_\_\_

**SUNDAY JULY 19:**

	Contact Hours	Attendance Code
GS - A 3-D Tour of the Central Auditory system	2.0	_____
1.1 - Using Cued Speech to Maximize the Benefits of Cochlear Implants	1.0	_____
1.2 - Hear the Difference: What Audiologists Need to Know about the BAHA System	1.0	_____
1.3 - FM Fitting: Developing Strategies to Comply with AAA Guidelines	1.0	_____
GS - Bellis-Ferre Model Updates and Crosschecks	1.5	_____
2.1 - Fifty Years of the SSW Test	1.5	_____
2.2 - Using Technology and Support Personnel	1.5	_____
2.3 - Conversations with My Audiologist	1.5	_____
3.1 - Model for a Processing Continuum	1.5	_____
3.2 - Standing in the Gap: From Clinic to Classroom	1.5	_____

**POSTER SESSIONS**

PS 1: Electrophysiological Changes in the BioMARK Recording after Auditory Training	.25	_____
PS 2: Classroom Amplification: Response to Intervention and Students with Attentional Issues	.25	_____
PS 3: Inter-Aural Timing Differences of Wave V...	.25	_____
PS 4: Validation of Team Teaching FM Transmitters	.25	_____
PS 5: The Relationship Between the MAPA and Biological Marker of Auditory Processing	.25	_____
PS 6: The Northeast Ohio Consortium for Children with Cochlear Implants	.25	_____

**MONDAY JULY 20**

GS - Variation of Cases with Auditory Neuropathy	2.0	_____
4.1 - What CI Centers Tell Parents	1.0	_____
4.2 - Hearing Loss, AI, SII, Speech Understanding, Hearing Aids and the Classroom	1.0	_____
4.3 - Behavioral and Electrophysiological Changes after Auditory Training	1.0	_____
GS - Guide to Access Planning: Getting the most from Hearing Assistance after High School	1.5	_____
5.1 - Introduction to the APD Treatment Book	1.5	_____
5.2 - PCSSD Educational Audiology: Start with a Roux	1.5	_____
5.3 - Beyond IDEA: Laws that Support Children and Young Adults	1.5	_____
6.1 - Research Pertaining to FM Fitting on Cochlear Implants	1.5	_____
6.2 - Keeping Kids "On the Air" – Working with Clinical Audiologists	1.5	_____
6.3 - Auditory Neuropathy Spectrum Disorder: Form the Clinic to the Classroom	1.5	_____

**TUESDAY JULY 21:**

GS - Scan-3 Test Battery for Auditory Processing Disorders	1.5	_____
7.1 - HAT Guidelines	1.0	_____
7.2 - Genetics and Pediatric Audiologist	1.0	_____
7.3 - Verification of Pediatric Hearing Aid and FM Fittings	1.0	_____
8.1 - Benefits of Adaptive FM Systems	1.5	_____
8.2 - Advanced Technology and Pediatric Fittings	1.5	_____
8.3 - The Role of the Educational Audiologist as a Member of the Educational Facilities Planning Teams	1.5	_____

**TOTAL CONTACT HOURS (max=20.5) = \_\_\_\_\_**

**ASHA \_\_\_\_\_ AAA \_\_\_\_\_ TOTAL CEUs: divide by 10 (max=2.05) = \_\_\_\_\_**

*Note: For ASHA and AAA CEUs, fractions of hours will be rounded down to the nearest whole number*