

Happy Holidays from OKAAP



NOVEMBER/DECEMBER 2016

OK PEDIATRICIAN

RESIDENT IN THE SPOTLIGHT



In every issue of the Chapter eNewsletter, OKAAP highlights an Oklahoma resident who is doing great things in the pediatric profession. This issue's spotlight is on Taylor D. Jenkins, MD, a second-year Internal Medicine/Pediatrics resident at the University of Oklahoma School of Community Medicine in Tulsa, Oklahoma. Growing up in small town Columbus, TX, Taylor would not have imagined that he would

be a physician today. In fact, he distinctly remembers saying, "I would never be a doctor. They're in school for way too long." Of course, those feelings changed by the time he finished high school. Having dealt with his own personal injuries and the illnesses of several of his family members, Taylor was drawn to the complexities and unpredictability of the field of medicine.

Taylor graduated from The University of Texas at Austin with a Bachelor of Business Administration in Accounting before matriculating at The University of Texas Medical Branch. While he tried to keep an open mind, it was no question that he wanted to work with children. However, Taylor quickly realized, while rotating through the internal medicine wards that he did not want to surrender his knowledge of adults, either. With the guidance of one of his mentors, he discovered Med/Peds as a specialty and knew it would be the perfect fit.

MARK YOUR CALENDAR - 2017

- ◆ Annual Chapter Meeting: April 21st
- ◆ 43rd Annual Advances in Pediatrics: April 21st

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Taylor went into his chosen field because he truly enjoys treating both children and adults, so it comes as no surprise that he plans to enter into a career as a Med/Peds hospitalist after completing residency. Being able to work with residents would make that job even more enjoyable. When he does have free time, Taylor likes to listen to music and involve himself with sports (both participating and spectating). He most enjoys relaxing and spending time with close friends, both old and new, along with his family back home. It remains to be decided where Taylor will ultimately settle, but for now, he is enjoying the learning and life experiences his new home away from home has to offer.

SAVE THE DATE

OKAAP CHAPTER MEETING & CONFERENCE DINNER

Date: April 21, 2017
Time: 6:00 - 8:00 PM
Location: Samis Education Center
Address: 1200 Children's Ave. - OKC

In partnership with the OU College of Medicine Department of Pediatrics.

[Download the Conference Schedule](#)

[Register at cme.ouhsc.edu](#)



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43rd Annual Advances in Pediatrics

Encounters of the Common Kind: Reviews and Expert Discussion

KEYNOTE SPEAKER:

Denise Dowd, M.D., M.P.H.

Professor of Pediatrics

University of Missouri-Kansas City School of Medicine

Children's Mercy Hospital



April 21, 2017

University of Oklahoma College of Medicine
Department of Pediatrics

Samis Education Center
1200 Children's Ave.
Oklahoma City, OK 73104-4652



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KNOWLEDGE, ATTITUDES, AND PRACTICES OF PHYSICIANS ABOUT EHDI SYSTEMS:

PART 15 – COMMUNICATION METHODS FOR CHILDREN WITH HEARING LOSS



According to the American Academy of Pediatrics “Children who are deaf or hard of hearing face a potential developmental emergency and should be identified as quickly as possible so that appropriate intervention services can be started.” Parents will be asked to determine what communication method/option they would like to utilize to teach their child language and communication skills. In 2012-2013, the Oklahoma Newborn Hearing Screening Program (NHSP)/Early Hearing Detection and Intervention (EHDI) system partnered with the National Center for Hearing Assessment and Management (NCHAM) at Utah State University, Boys Town National Research Hospital, and the University of Oklahoma Health Sciences Center – Department of Communication Sciences and Disorders to conduct a nationwide survey with state specific information to understand what physicians think, know, and feel about newborn hearing screening and follow up.

When Oklahoma providers were surveyed, only 16.8% of participants indicated their training prepared them to adequately meet the needs of infants with permanent hearing loss. Of the remaining, 83.2% of Oklahoma medical providers responding, 30.1% indicated they were not sure and 53.1% answered they were not prepared adequately. Similarly, only 16% indicated they were very confident in discussing communication methods with parents. An additional 36% of survey participants indicated they were somewhat confident. Finally almost half, 48%, reported they were not confident at all. To assist Oklahoma provid-

ers in preparing parents to make educated choices about communication methods for their child with hearing loss, resources have been provided below.

ASK THE EXPERTS:

Lori Watson & Petra Teel, Deaf Educators/Early Interventionists

What core information do I need to know about communication opportunities for children with hearing loss?

Families should be made aware of all communication options and available hearing technologies in an unbiased manner. We believe that the language and communication approach chosen should be based on an **informed decision** made by the child’s parents/family and based on their own unique circumstances. The chosen approach will depend on culture, family interests, and desired communication outcome. It is critical that families have early access to professionals with specialized education and training in the desired language or communication method. Sooner Start has a mechanism in place for ensuring that families have access to all available resources and information that is accurate, well-balanced, comprehensive, and conveyed in an unbiased manner.

What are the options for communication for children with hearing loss?

ASL/Spoken English Bilingual Approach – An approach designed to facilitate early language acquisition in both a visual language (American Sign Language) and a spoken language (English). You may also see this approach referred to as an ASL and English bimodal-bilingual approach, with bilingual referring to learning two languages and bimodal, referring to language acquisition in two modalities, visual and spoken. This approach can be planned and implemented to meet the individual needs of the children with varying levels of hearing loss and varying levels of benefit from listening technologies.

Listening and Spoken Language - This approach has evolved over many years and is preferred by parents who want their child to listen and talk in the primary language of the home. This approach advocates for the early detection and diagnosis of hearing loss, aggressive use of hearing technologies and audiological management to ensure the brain’s access to sound and early intervention services to guide and coach parents on how to teach a child with hearing loss to listen and talk. Listening and Spoken Language Specialists (LSLS®) are licensed speech-language pathologists, audiologists, or educators of the deaf who have become specialists in supporting children who are deaf or hard of hearing develop spoken language and literacy primarily through listening. You can locate a local LSLS here: <http://www.agbell.org/find-LSLS/>

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KNOWLEDGE, ATTITUDES, AND PRACTICES OF PHYSICIANS ABOUT EHDI SYSTEMS *CONTINUED...*

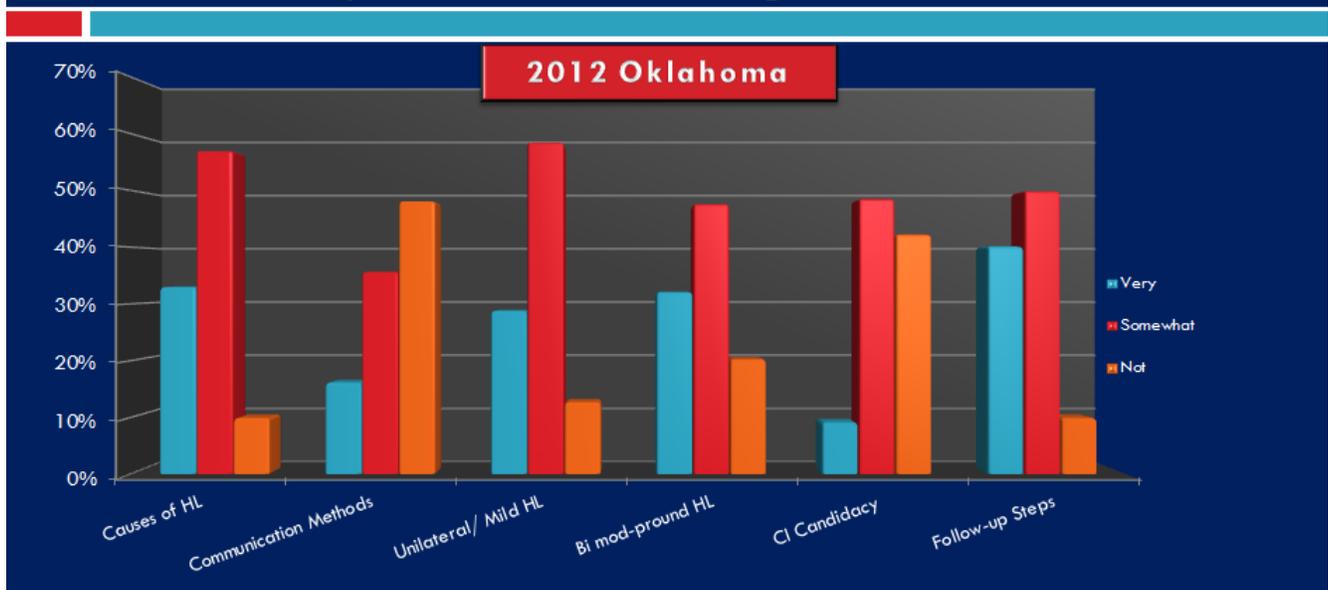
Total Communication (TC) is philosophy of educating children with hearing loss that incorporates all means of communication; formal signs, natural gestures, fingerspelling, body language, listening, lipreading and speech. Children in TC programs typically wear hearing aids or cochlear implants. The goal is to optimize language development in whatever way is most effective for the individual child. Families are encouraged follow their child’s lead in what way they communicate successfully. Total Communication is truly a *philosophy* rather than a *methodology*. As a result, the implementation of the TC philosophy with one child may look entirely different than its implementation with another child.

Cued Speech is a mode of communication using the mouth and hand to visually distinguish the building blocks (phonemes) of a spoken language to promote the development of language and literacy visually for those who do not receive sufficient input through listening or assistive devices. The cues represent the phonemes of English language. Cued Speech can be taught in 12-15 hours and the user will leave the class knowing how to cue anything they want to say, albeit slowly. Research indicates that Cued Speech users have excellent language, superior lipreading skills, have an internalized understanding of English language and its structure, and have good writing skills.

How can a medical home provider connect a family with SoonerStart services?

The PCP has an important role in connecting families with essential early intervention services. It is also helpful for providers to know general information about pediatric hearing loss and various options for communication available. The National Center for Hearing Assessment and Management (NCHAM) has a brochure that provides information to assist parents of children with hearing loss on the journey ahead. Topics include *Quick Facts*, *Hearing Technology Options*, *Communication Options*, and *Windows of Opportunity*. An electronic version of the brochure is located at: <http://communicatewithyourchild.org/brochures.html> Providers can also receive a copy from the Oklahoma Newborn Hearing Screening Program. The OKAAP E-Newsletter previously published Articles 13 & 14 which included information regarding Early Intervention services, additional resources for communication methods for children with hearing loss, and phone numbers for Part C Early Intervention services statewide. **To receive a copy of a copy of the NCHAM brochure or previous articles, please send an email to NewBornScreen@health.ok.gov**

How confident are you in talking to parents of a child with permanent hearing loss about...?



Lori Watson, MS, CED, is the Deaf and Hard of Hearing Regional Consultant serving central and western Oklahoma. Certified as an early childhood teacher and a teacher of the deaf, Lori has been working for SoonerStart for over eleven years counseling families and providing early intervention services to families with hearing loss in rural and urban Oklahoma.

Petra Teel, MA, CED, LSLS Cert. AVT is the Deaf and Hard of Hearing Regional Consultant serving Tulsa Metro and eastern Oklahoma. Certified as an Educator of the Deaf and as a Listening and Spoken Language Specialist, Petra has been serving families with children who have hearing loss for ten years in early intervention, has been a classroom teacher of the deaf for nine years, and is an adjunct instructor at The University of Tulsa in their Deaf Education Program and Gallaudet University in their Infant, Toddlers, and Families program.



HELPING FAMILIES CHOOSE AGE-APPROPRIATE EXTRACURRICULAR ACTIVITIES

Many parents encourage their children to become involved in extracurricular activities as a way to promote their development. Extracurricular activities help children develop motor skills and improve physical fitness, while also building their cognitive and social skills, all of which can enhance children's sense of well-being.¹ To help children receive the most benefits from extracurricular activity involvement physically, emotionally, and socially, they should participate in the right amount of activity for their age level and abilities. Adults facilitating children's extracurricular activities can learn how to make the activity more developmentally friendly and recognize when it may not be appropriate for a child.

Research on parents' perceptions of children's extracurricular activity involvement reveals that parents in the United States may be becoming more involved in children's choice of activities and the intensity in which children practice and rehearse. In one study analyzing parents' perceptions of their children's extracurricular participation in Rome, Italy and in Los Angeles, California, both groups of parents encouraged their children to participate in extracurriculars to improve their performance in other activities. For example, families in L.A. and in Rome reported that extracurricular activities helped their children work on executive function skills like successfully managing time needed to complete schoolwork while also managing time requirements for organized activities outside of school. Parents also believed participation in extracurricular activities helped build their child's self-confidence and assertiveness.²

Interestingly, there were some differences between the way Roman parents and parents from L.A. perceive their role in facilitating their child's extracurricular activity participation. Parents from L.A. felt the need to be very involved in the child's choice of activities and training.² This correlates with national statistics revealing that 3 in 10 parents coached their child's sports activities in the last year.³ Parents from L.A. supervised their children closely during activities, whereas parents from Rome had much less involvement in their child's training and did not often emphasize the importance of the child's success in extracurriculars.²

In addition to becoming involved in children's choice of activities and training, parents in the United States may also be placing their child in more time intensive activities that are emotionally or physically demanding. The American Academy of Pediatrics reports this trend may be occurring because:

Parents feel pressure to build their child's skills and aptitude from an early age to develop a 'high-achieving' child.

The college admission process has become more competitive and children are encouraged to build strong resumes with lots of extracurricular activities.

Adult expectations are placed on children at an earlier age—children are expected to manage their time commitments for both extracurricular activities and school work.⁴

Involvement in extracurriculars can be beneficial for children when they are pursued in a time appropriate and age appropriate way. **Continued on the next page.**



The OKAAP Board of Directors would like to welcome the most recent new and returning Chapter Members!

T Kent Denmark, MD, FAAP

Julia Fell, PA-C

Gabriel Griffin, MD

Morris Gessouroun, MD, FAAP

Chibuzo Ilonze, MBBS

Alejandro Ruiz-Elizalde, MD, FAAP

John Ruth, MD, FAAP

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Michael Townsend Cooper, MD, FAAP

CALLING ALL PEDIATRIC SUBSPECIALISTS!



Share your subspecialty knowledge and information with other OKAAP members. Submit an article for the OKAAP E-newsletter. Contact Amy at aprentice@upal.com or 918-858-0298.



HELPING FAMILIES CHOOSE AGE-APPROPRIATE EXTRA-CURRICULAR ACTIVITIES CONTINUED...

In fact, children may receive the most developmental benefits from extracurricular activities when they participate in a diverse range of activities that fit comfortably in the child's schedule instead of focusing intensely on one type of activity. This protects children from activity 'burnout,' and can help reduce unnecessary physical and emotional stress.² The American Academy of Pediatrics particularly emphasizes the importance of children engaging in different types of sports to develop a wide range of skills.⁵ Nationally, more children participate in sports activities than other types of extracurriculars.³

When talking to parents about children's sports, try offering these tips to help parents decide if their child is engaging in the right type of activity and whether it is developmentally friendly for their child's age and abilities:

Does the child enjoy participating in the sport? Most children, 70%, drop out of sports by the time they are 13 because they no longer find the activity fun due to the intensity of practice and lifestyle changes required for participation.

Make sure the child receives positive coaching that promotes their enjoyment of sports while teaching team work and fair play.⁶

The sport level should be appropriate for the child's age and abilities. For example, have restrictions on the number of pitches a child can throw in a baseball game or set a ratio for the number of practices to games.

The child's coach should have knowledge about the proper training techniques, equipment needed for participation, and physical and emotional needs of the children participating.

Coaches should strive to prevent overuse injuries and recognize injuries early.

Children should never try to 'work through' injuries.

Diversity in extracurricular activities can also benefit children who are not in athletics, as these provide time **to socialize** with peers and continue building other important skills. With the right mix of activity and an appropriate time commitment, extracurriculars can help children perform better academically and identify with their school, thereby cultivating a more positive school experience.⁷

Sometimes, parents may be concerned about their child participating in too many activities outside of school. Diversity in extracurricular activities promotes development as long as the child balances activities with the demands of school and family life. Parents can gather tips for choosing activities for their child on the Pathways.org website. Healthcare providers can discuss with parents about the appropriate amount of activity for their child to facilitate a healthy lifestyle. They can also express the importance of children having time for free play while limiting the use of electronic devices to less than 2 hours a day.

Playtime is a great way for families to connect and share quality time together amongst busy schedules and an abundance activity options.

Pathways.org is a national not-for-profit dedicated to maximizing children's development by providing free tools and resources for medical professionals and families. Healthcare professionals can contact Pathways.org to receive free supplemental materials to give away at well child visits and parent classes. For a free package of brochure to give away to families, please email friends@pathways.org.

About the Authors:

Linda Rooke, PT, C/NDT is a certified physical therapist at Pathways Center in Glenview, IL. Emmy Lustig is a Communications Research and Communications Specialist at Pathways.org and her work primarily focuses on researching and writing about children's developmental delays.

i. Student Behaviors and After School Activities. National Center for Education Statistics. www.nces.edu.gov. Accessed 27 Apr 2016.

ii. Kremer-Sadlik T, Izquierdo C, Fatigante M. Making Meaning of Everyday Practices: Parents' Attitudes toward Children's Extracurricular Activities in the United States and Italy. *Anthropology & Education Quarterly*. 2010; 41(1): 35-54.

iii. Children's Extracurricular Activities. Pew Research Center. 17 Dec 2015. www.pewsocialtrends.org.

TULSA CAMPAIGN TO PREVENT TEEN PREGNANCY



Oklahoma ranks 2nd highest in the nation for our teen birth rate, but the Tulsa Campaign to Prevent Teen Pregnancy is working to address this issue.

A recent report from the American Academy of Pediatrics titled [Sexuality Education for Children and Adolescents](#) highlights the importance of discussions with patients and parents about healthy sexual development.

To help Pediatricians facilitate this discussion, the Tulsa Campaign Community Advisory Group has created this toolkit: <http://tulsacampaign.org/toolkit-provider/>.

Most importantly, visit tulsacampaign.org and subscribe to their [newsletter](#) for specific information about resources as well as up-to-date information from OB/GYN partners.



IN THE HEADLINES

Zika No Longer A Global Emergency

The World Health Organization declared an end to its global health emergency over the spread of the Zika virus. [Read More.](#)

AAP President’s Message to Pediatricians

As the nation comes together following an embattled election I remind myself that the AAP is non-partisan but unabashedly pro-children and families. [Read the Article](#)

Uninsured Children Rates Drop

Millions more children had access to health care in 2014 than in 2000, according to a new study. [Learn more](#)

Breastfeeding May Reduce Pain During Vaccinations

Infants who nurse during vaccinations may cry less and feel less pain than babies who are soothed in other ways, a research review suggests. [More Details](#)

“Tweetiaticians” Use Social Media to Take Meaningful Action

Many use this platform to disseminate information, promote children’s health, counteract online misinformation. [Read More](#)

FDA Regulations for E-cigarettes

A new rule giving the Food and Drug Administration authority to regulate all tobacco products, including e-cigarettes, hookah (water pipes), cigars and pipe tobacco, has taken effect. [Learn More](#)

The Lasting Benefits of Pre-K

"Pre-kindergarten and early education programs are incredibly important." [Learn More](#)

Republicans Plan to Start Obamacare Repeal in January

Discussions among GOP lawmakers and with the Trump transition team are still taking shape. [Learn More](#)

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