

Ellen A. Rhoades, Ed.S., LSLS Cert. AVT
AUDITORY-VERBAL TRAINING/CONSULTATION SERVICES

10710 NW 1 St.
Plantation FL 33324
1.954.370.7708 (home office)
1.561.504.4349 (cell)
ellenrhoades@comcast.net (e-mail)
www.AuditoryVerbalTraining.com (web site)
AV Practitioner for 35+ yrs
Established & directed four AV programs

EDUCATION

- Georgia State University
Ph.D. program in Special Education Early Childhood
Specialization in Infant Development and Family Therapy; 130 hours
1976-1980 (all doctoral coursework, orals, prospectus completed)
 - Georgia State University
Special Education, Administration and Supervision; 1972-1974; Ed.S., 1974
 - Emory University, Atlanta
Dept of Communication Disorders, Deaf Ed/Audiology; 1969-1971, M.Ed., 1972
 - Hofstra University, New York, 1969, Special Education graduate coursework (learning disabilities)
 - Oglethorpe University, Atlanta, Elementary Education; B.A., 1967
- Many course certifications received in audiology, education, cochlear implants, speech, family counseling, infancy, assessments, leadership & management, nonprofit business development.

CERTIFICATIONS/LICENSES

A.G. Bell Assn Academy, LSLS Cert. AVT
Hearing Aid Dispenser's License, Georgia (no longer current)
The Council on Education of the Deaf (CED; no longer current):
Infant/Preprimary& Elementary/Secondary Levels; Supervisor of Instruction

PROFESSIONAL POSITIONS

Auditory Verbal Training/Consultant Services International, 1999-present
(Ongoing AV trainer, consultant to families and programs, professional mentoring)
Visiting instructor and guest lecturing at various universities, on-site & videoconferencing.
Executive Director, Bolesta Center, Tampa FL, 1994-1999
Auditory-Verbal Trainer/Supervisor/Clinical Director, Bolesta Center and
Auditory Education Center/Auditory Verbal Center of Atlanta, 1980-1999.
Founder & Executive Director, Auditory Verbal Center of Atlanta, formerly Auditory Education Center,
Atlanta GA, 1977-1993
Guest graduate school lecturer, 1980-present
Grant Writer/Project Director, UNIsensory Project (U.S. Department of Education,
HCEEP/First Chance Network), Atlanta, Georgia, 1980-1983
Instructor, Emory University, Department of Communication Disorders, 1978-1979
Coordinator, Parent-Infant Guidance Program, Atlanta Speech School, 1974-1976
Parent Advisor and Teacher/preschool and primary levels, DeKalb County Impaired
Hearing Program, 1971-1974
Teacher, kindergarten, Carole School, NY, 1968-1969

PROFESSIONAL ACTIVITIES

Auditory Verbal Center of Calgary, Alberta, Canada; Advisory Board, 2000-2004.
Deaf Service Center, Tampa, Florida; Board of Directors, 1994-1995
Better Hearing & Speech Month, State Chair, 1987-1994
Auditory Verbal International, Charter member
Founding Board of Directors, 1986-1990
Newsletter Editor, 1980 and Southeast Contributing Editor, *The Auricle*, 1994-present

Alexander Graham Bell Association for the Deaf

Editorial Board/Peer Reviewer, *The Volta Review*, 1981, 1990, 2005-present

Vice Chair, Intl Organiz. for Educators of the Hearing Impaired, 1994-1996

Director-At-Large, Intl Organiz for Educators of the HI, 1992-1994 (Bd of Directors, 1981-1987)

Intl Committee on Auditory-Verbal Communication, Central Steering Committee, 1978-1986

Regional Children's Rights Coordinator; State advisory board, 1980-1997

Southeast Regional Children's Rights Coordinator, 1996-present

Federal Consumer Advisory Committee, Pinellas County Healthy Start, 1999

Health Care Committee, Atlanta Project, 1992

Advisory Boards: Success by Six: United Way, 1991-1992; Council for Children, 1988-1990

Consumers Advisory Board, Southern Bell of Georgia, 1983-1987

Services to Disabled Children Task Force, Council for Children, 1982-1985

Georgia Educators of the Hearing Impaired; Executive Committee, Membership Chair, 1972-1975

Georgia Interagency Council of Deafness; Legislative Committee Chair, 1973-1974

AWARDS AND DISTINCTIONS

Professional of the Year, A. G. Bell Assn for Deaf and Hard of Hearing Children, 2002

SHHH Support & Education Committee stipend, 1999

Oticon Focus on People Award in Advocacy Category, 1999

Service To Mankind Award, Tampa Bay Educators' Sertoma Club, 1996

Program of the Year, A.G. Bell Association for the Deaf, 1995

Helen H. Beebe Award for Outstanding AV Therapist, AVI, 1994 (nominated by Doreen Pollack)

Nitchie Award in Human Communication, League for the Hard of Hearing, 1992

Community Award, SHHH/Atlanta Hears Chapter, 1990

Outstanding Organization Management, Community Foundation of Metro Atlanta, 1989

Outstanding Volunteer Work in Community, OHIS/AGBAD, 1989

Outstanding Deaf Person Award, The Lions Clubs of Georgia, 1988

International Who's Who of Professional & Business Women (IBC), 1987

Outstanding Disabled Georgian, Georgia Council of Developmental Disabilities, 1982

Professional Handicapped Woman of the Year, Pilots Int'l Clubs, Georgia, 1981

Deaf Woman of the Year, Quota Club of Atlanta, 1979

Georgia State University Doctoral Fellowship, 1979

Emory University Master's Fellowship, 1970-1971

New York State Regents Scholarship, 1963

PROFESSIONAL CONSULTANT APPOINTMENTS

Editorial peer reviewer, *Deafness & Education International*, present.

Ongoing consultations with varied public school districts in USA, 1999-present

Evaluation Committee for Auditory-Oral Teacher Training Programs, CED, 1995

Peer reviewer, Innovative Grants Program, NIDRR, U.S. Dept of Education; 1992

Steering Committee, NIDOC; 1991

Advisory Board, Helen Beebe Speech and Hearing Center, Easton, PA; 1979-1992

Consultant, Texas Tech University, Speech and Hearing Clinic; 1976

Consultant, Catholic Archdiocesan Schools of Metro Atlanta; 1975

Consultant, Atlanta City Board of Education, Division of Research & Development, Model Cities; 1970

GRANTS WRITTEN, FUNDED, & DIRECTED:

1980-1983: A UNIsensory program for children 0-5 yr. \$350,000. U.S. Dept of Education; Handicapped Children's Early Education Projects, Atlanta GA.

PUBLICATIONS

Books:

Duncan, J., Rhoades, E.A., & Fitzpatrick, E. (under review). *Auditory (re)habilitation for adolescents with hearing loss*. NY: Oxford University Press.

Rhoades, E. A. & Duncan, J., [Eds.] (2010). *Auditory-verbal practice: Toward a family-centered approach*. Springfield IL: Charles C. Thomas.

Chapters for books:

- Rhoades, E.A.** (under review). Listening strategies to facilitate spoken language learning among signing children with cochlear implants. In R. Paludneviene and I.W. Leigh [Eds.]. *Cochlear implants and the Deaf community*. Washington, DC: Gallaudet University Press.
- Rhoades, E.A.** (2010). Evidence-based auditory-verbal practice. In E.A. Rhoades and J. Duncan [Eds.] *Auditory-verbal practice: Toward a family-centered approach* (pp. 23-52). Springfield IL: Charles C. Thomas.
- Duncan, J. & **Rhoades, E.A.** (2010). Introduction to auditory-verbal practice. In E.A. Rhoades and J. Duncan [Eds.] *Auditory-verbal practice: Toward a family-centered approach* (pp. 5-22). Springfield IL: Charles C. Thomas.
- Rhoades, E.A.** (2010). Enablement and environment. In E.A. Rhoades and J. Duncan [Eds.] *Auditory-verbal practice: Toward a family-centered approach* (pp. 81-96). Springfield IL: Charles C. Thomas.
- Rambo, A.H., **Rhoades, E.A.**, Boyd, T.V., & Bello, N. (2010). Introduction to systemic family therapy. In E.A. Rhoades and J. Duncan [Eds.] *Auditory-verbal practice: Toward a family-centered approach* (pp. 113-136). Springfield IL: Charles C. Thomas.
- Rhoades, E.A.** (2010). Core constructs of family therapy. In E.A. Rhoades and J. Duncan [Eds.] *Auditory-verbal practice: Toward a family-centered approach* (pp. 137-163). Springfield IL: Charles C. Thomas.
- Rhoades, E.A.** (2010). Toward family-centered practice. In E.A. Rhoades and J. Duncan [Eds.] *Auditory-verbal practice: Toward a family-centered approach* (pp. 167-186). Springfield IL: Charles C. Thomas.
- Phillips, R., Worley, L. & **Rhoades, E.A.** (2010). Socioemotional considerations. In E.A. Rhoades and J. Duncan [Eds.] *Auditory-verbal practice: Toward a family-centered approach* (pp. 187-224). Springfield IL: Charles C. Thomas.
- Rhoades, E.A.** (2008). Working with multicultural and multilingual families of young children. In J. R. Madell and C. Flexer [Eds.]. *Pediatric audiology: Diagnosis, technology, and management* (pp. 262-268). NY: Thieme.
- Rhoades, E.A.** (2007). Sound-object associations. In S. Easterbrooks and E. Estes [Eds.], *Helping children who are deaf and hard of hearing learn spoken language* (pp. 181-188). Thousand Oaks, CA: Corwin Press.
- Rhoades, E.A.** (2006). A position on auditory-verbal therapy for the school-aged child. In W. Estabrooks (Ed.), *Auditory Verbal Therapy and practice*. Washington, DC: A.G. Bell Association.
- Rhoades, E.A.** (2002). Length of AVT? No progress in AVT? (3 chapters). In W. Estabrooks [Ed.], *50 FAQs about AVT*. Washington, DC.: A.G. Bell Association.

Refereed Publications:

- Rhoades, E.A.** (2010). Revisiting labels: 'Hearing' or not? *The Volta Review*, 110(1), 55-67.
- Rhoades, E.A.** (2009). Learning a second language: potentials & diverse possibilities. *Hearing Loss*, 30(2), 20-22.
- Rhoades, E.A.** (2009). What the neurosciences tell us about adolescence. *Volta Voices*, 16(1), 16-21.
- Rhoades, E.A., Perusse, M., Douglas, W.M., & Zarate, C.** (2008). Auditory-based bilingual children in North America: Differences and Choices. *Volta Voices*, 15(5), 20-22.
- Rhoades, E.A.** (2007). *Caregiver Intake Interview*. Accessible at: www.agbell.org/uploads/Caregiver_Intake_Interview.pdf
- Rhoades, E.A.** (2007). Setting the stage for culturally responsive intervention. *Volta Voices*, 14(4), 10-13.
- Rhoades, E.A.** (2006). Research outcomes of auditory-verbal intervention: Is the approach justified? *Deafness & Education International*, 8, 125-143.
- Rhoades, E.A.** (2005). Reconciling bilingualism with 'the AV way.' *The Listener*. Summer issue, 108-111.
- Rhoades, E.A., Price, F., & Perigoe, C.B.** (2004). The changing American family and ethnically diverse children with multiple needs. *The Volta Review*, 104(4) 285-305.
- Rhoades, E.A.** (2004). Learning to listen while coming of age. *ASHA Division 9: Perspectives on hearing and hearing disorders in childhood*, 14(2), 4-8.
- Rhoades, E.A.** (2003). Lexical-semantic and morpho-syntactic language assessment in auditory-verbal intervention: a position paper. *The Volta Review*, 103(3), 169-184.
- Rhoades, E.A.** (2003). Morphosyntax: Evidence-based AVT. *The Listener*, Winter issue, 35-37.
- Rhoades, E.A. & Powell, K.** (2002). Paying to hear: An online poll. *Hearing Loss*, 23(4).
- Rhoades, E.A.** (2002). Hearing aids for children: Who pays? *Volta Voices*, 9(3), 5-6, 21.
- Rhoades, E.A.** (2001). The voiced-voiceless contrast: A therapy technique for the newly implanted teen or adult. *Volta Voices*, 8(6), 29-31.
- Rhoades, E.A.** (2001). Language progress with an auditory-verbal approach for young children with hearing loss. *International Pediatrics*, 16 (1), 41-47.
- Rhoades, E.A. & Chisolm, T.** (2001). Global language progress with an auditory-verbal approach for children with hearing loss. *The Volta Review*, 102 (1), 5-24.
- Rhoades, E.A.** (1982). The Auditory-Verbal Approach to Educating Hearing-Impaired Children. *Topics in Language Disorders*, 2, 8-16.
- Rhoades, E.A. & Massey, C.** (1975). A Grandparent's Workshop. *The Volta Review*, 77, 557-560.

Non-Refereed Publications:

Rhoades, E.A. (2005). Ellen. In W. Estabrooks, (ed.), *We learned to listen*, 149-176. Washington DC: A.G. Bell Association.

Rhoades, E.A. (2005). AVT: What it is and how to get there. *National Association of Future Doctors of Audiology Newsletter*, Spring.

Wilson, J. & **Rhoades, E.A.** (2004). Ciwa Griffiths: celebration of a pioneer. *Volta Voices*, 11(3), 34-35.

Rhoades, E.A. (2001). Hearing in South Africa. *Contact*, 15 (4), 10-13.

Rhoades, E.A. (2000). Sex & the cochlear implant. *Contact*, 14 (2), 36-38.

Rhoades, E.A. (2000). Auditory Developmental Scales (0-6). Helpful Resources section of www.auditoryverbaltraining.com

Rhoades, E.A. (2000). The learning to listen sounds. Module on www.listen-up.org.

Chaikof, M. & **Rhoades, E.A.** (1995). Because of you, we hear that bell. *Contact*, 9-13.

Rhoades, E.A. (1992). Issues and trends in communication. *Hearing Rehabilitation Quarterly*, 17 (4), 7-8.

Rhoades, E.A., Colarusso, R. & Layne, B. (1985). *Child Evaluation, UNIsensory Project* ERIC Reports, (ED 250 888, EC 171 125).

Contributor to B. B. Griffin (1980). *Family to Family*. A.G.Bell Assn for the Deaf.

Contributor to R. R. Star (1980). *We Can!* A.G. Bell Assn for the Deaf, Vol. 2, 41-50.

Editor and sole writer, quarterly newsletters for nonprofit AV centers and AVI *The Auricle*, 1977-1999.

Rhoades, E.A. (1974-1975). Home Aids and Devices for the Hearing-Impaired. *Children's Hearing, Education and Research Development Series*.

Contributor to 2 Southeast Regional Media Center for the Deaf Publications: (1) *Information about parent-infant education: A resource packet* (1974) and (2) *Mudpies and media: Activities for teachers* (1974).

SOME UNPUBLISHED PAPERS

Rhoades, E.A. (2009), Synchronous auditory-based cross-modal rhythmic learning for children with impaired executive functioning.

Rhoades, E.A. & Morrison, H.M. (2007). Morpho-syntactic and lexical-semantic progress by children with hearing loss in an auditory-verbal program.

Rhoades, E.A. (2005). A neurodevelopmental approach to auditory-based intervention.

Rhoades, E.A. (2004). Development of auditory skills (0-3).

Rhoades, E.A. (1982). Some cultural factors and social structures which affect familial support of handicapped children.

Rhoades, E.A. (1980). Family-focused early intervention for handicapped children.

Rhoades, E.A. (1979). Crisis intervention: Social networking and multiple impact therapy.
Rhoades, E.A. (1978). Maternal language during preverbal infancy.
Rhoades, E.A. & Gill, S. (1978). Family involvement in early childhood programs for exceptional children.
Rhoades, E.A. (1977). The Cloze procedure.
Rhoades, E.A. (1971). Group amplification systems.

PAPERS AND WORKSHOPS PRESENTED

Topics: Facilitating abstract language; Neurobiological readiness for learning; Executive functioning and Theory of Mind; Synchronous cross-modal auditory-based rhythmic learning; Toward more rapid morpho-syntactical competency; Auditory learning for adolescents; Auditory-based synchronous cross-modal learning rhythms; Infant development; Multicultural family-centered intervention; Facilitating spoken bilingualism; Management components of AV practice, Developing protocols for assessment of functional discourse skills; Bilaterally implanted infants and AVT; Evidence-based practice; Telephone training; Serving children with complex needs; Winging AV sessions; Psychosocial issues; Self-fulfilling prophecy and expectation levels; Speech-reading; Auditory-based strategies; Ethics and communication options; Audiological considerations; Child behavioral issues; Facilitating social-emotional skills.

Locations of Lectures by Invitation: Australia, Central America, New Zealand, Europe, Canada, USA, Africa, Asia. Includes various schools, hospitals and cochlear implant centers, speech and language centers, universities, regional conferences and national conventions. Examples: Nemours Biomedical Research Symposium on Pediatric Cochlear Implants, Wilmington DE, 2004; NHS2000/2002, International Conference on Newborn Hearing Screening, Diagnosis & Intervention, Milan/Lake Como, Italy, 2000/2002; Human Genome Project, Bethesda MD, July 2001; HOPE, Cochlear Corp for Audiology Online course, 2006.

OTHER INFORMATION

Congenital, bilateral severe-profound SNHL (Cx.26; 85 dB HL); was unilateral HA user; 2/96–sudden loss of usable residual hearing; became bilateral CI user in '96.
Mother of one adult son with typical hearing
Sister to brother w/ congenital bilateral profound SNHL (Cx.26; 95 dB HL); unilateral hearing aid user.