AHH2026
ARAB HEARING HEALTH CONFERENCE
المؤتمر العربي الثاني عشر لصحة السمع

Organized by
1st ADVANCED ARAB ACADEMY OF AUDIOVESTIBULOGY
الأكاديمية العربية للسمع والتوازن

تحت رعاية صاحبة السمو الملكي الاميرة منى الحسين المعظمة حفظها الله ورعاها

Under The Patronage of Her Royal Highness Princess Muna Al Hussein

AHH2026

ARAB HEARING HEALTH CONFERENCE
المؤتمر العربي الثاني عشر لصحة السمع



24 - 26 of Sep.2026



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Dr. Khalid A. Hadi
Chairman of the Advanced Arab Academy of Audiovestibulogy



Dear distinguished guests, colleagues, participants and members of The ADVANCED ARAB ACADEMY OF AUDIOVESTIBULOGY (4A). We are delighted to welcome you to the 12th Arab Hearing Health Conference 2026, Amman, Jordan on the 24th – 26th September 2026 at the Signia by Hilton hotel.

Our last meeting, held in Amman, Jordan in 2025, was very successful and well received by the attendees.

I would like to express my deepest appreciation to our, sponsors, speakers participants and exhibitors for their continuous support.

The Arab Hearing Health Conference is the most important gathering for the Hearing, balance and speech community and now recognized as the most important gathering for the Arab World.

The Scientific Program for 2026 will once again explore fundamental, clinical and translational issues related to Audiology, with plenary presentations and symposia, speech language Pathology and ENT Otology.

We look forward to an exciting conference that promises great scientific debate and enjoyable social interaction. We very much hope you enjoy the Conference and your visit to Amman, Jordan.

The vision of the 4A academy is to provide a clear and strong voice for professionals in audiology and to promote excellence in clinical knowledge and practice.

It is essential in the professional lives of audiologists and other related professionals such as Ear, Nose and Throat specialists and Pediatricians by; Advancing the science and practice of hearing and balance, Achieving public awareness for hearing health care, maximizing the role of audiologists in early identification, diagnosis, and auditory management, and Promoting multi-disciplinary approach in management of hearing impairment (Audiologist, Otologist, Auditory Verbal Therapist, Pediatrician and other professionals).

I am looking forward to welcome you at the AHH 2026.

Dr. Khalid A. Hadi

Prof. Dr. Mohammad Al Masri
The Secretary General of the Advanced Arab Academy of Audiovestibuology.



Distinguished guests, respected colleagues, esteemed speakers, partners, and dear participants,

On behalf of the Advance Arab Academy of Audiology, it is my great honor and privilege, as General Secretary of the Academy, to warmly welcome you all to Arab Hearing Health 2026.
Today, we gather not merely as professionals, but as a united regional community committed to advancing hearing health, strengthening scientific collaboration, and improving the quality of life for individuals across the Arab world and beyond.
This conference represents more than an academic event. It reflects our shared vision—to elevate standards of audiology practice, promote evidence-based research, support innovation in diagnostics and rehabilitation, and foster interdisciplinary cooperation among clinicians, researchers, educators, and policymakers.
Hearing health is no longer a secondary concern; it is a fundamental pillar of public health. Untreated hearing loss affects communication, education, employment, mental health, and social inclusion. Our responsibility, therefore, extends far beyond clinics and laboratories—it reaches families, communities, and future generations.
Arab Hearing Health 2026 provides a platform to:
• Exchange the latest scientific knowledge and clinical advancements
• Discuss emerging technologies in audiology and hearing rehabilitation
• Strengthen regional collaboration and professional development
• Inspire the next generation of audiologists and hearing health specialists
As we move forward in an era of rapid technological progress—artificial intelligence, advanced hearing devices, tele-audiology, and precision diagnostics—we must ensure that innovation is guided by ethics, accessibility, and patient-centered care.
I would like to extend my sincere gratitude to our distinguished speakers, scientific committee members, sponsors, organizing team, and volunteers whose dedication made this event possible. Your efforts reflect the spirit of excellence that defines our Academy.
To all participants, I encourage you to engage actively, share your expertise, build new partnerships, and leave this conference not only with new knowledge, but with renewed commitment to advancing hearing health across our region.

Together, we can shape a stronger, more connected future for audiology in the Arab world.
Thank you for being part of Arab Hearing Health 2026.
I wish you a successful and inspiring conference

Dr. Mohammad Al Masri

Dr. Samer Mohamad Mohsen
President of the 12th Arab Hearing Health Conference.



أصحاب السمو والمعالي،
السيدات والسادة،
الزميلات والزملاء الكرام،
السلام عليكم ورحمة الله وبركاته،

يشرفني ويسعدني أن أرحب بكم جميعًا في افتتاح المؤتمر العربي الثاني عشر للصحة والسمع والتوازن، الذي يُعقد في الأردن، برعاية كريمة من صاحبة السمو الملكي الأميرة منى الحسين، حفظها الله، وهو ما يضفي على هذا الحدث العلمي بُعدًا إنسانيًا ووطنيًا رفيعًا، ويؤكد المكانة المتقدمة التي تحظى بها قضايا الصحة والسمع في منطقتنا

أتوجه بدايةً بخالص الشكر والامتنان إلى الأكاديمية العربية المتقدمة للسمع والتوازن، وإلى رئيسها الأستاذ الدكتور خالد عبد الهادي، على ثقتهم الغالية وتشريفي بترشيحي رئيسًا لهذا المؤتمر. إنني أعتبر هذا التكليف مسؤولية علمية ومهنية كبرى، أتحمّلها بكل اعتزاز وتواضع، واضعًا نصب عيني خدمة مهنتنا ورسالتها الإنسانية

ويحمل هذا التشريف بُعدًا خاصًا بالنسبة لي، إذ يأتي في مرحلة مفصلية تشهد فيها سوريا عودتها إلى حضنها العربي بعد التحرير، بما يعكس إيمانًا عميقًا بدور الكفاءات السورية في الإسهام مجددًا في العمل العربي المشترك، وفي بناء وتطوير علوم الصحة والسمع والتوازن. وإنه لمصدر فخر لي أن أمثل سوريا اليوم في رئاسة هذا المؤتمر، ولا سيما أن هذه الأكاديمية العريقة كانت قد انطلقت في بداياتها الأولى من سوريا، لتكبر لاحقًا وتغدو منصة عربية جامعة نفخر جميعًا بالانتماء إليها

أيها الأخوة والأخوات، لقد كرّست مسيرتي الأكاديمية والمهنية، بصفتي عميدًا لكلية العلوم الصحية ومؤسسًا لقسم السمعيات في سوريا، للعمل على ترسيخ هذا الاختصاص وتمكينه ليأخذ مكانه المستحق بين المهن الصحية، إيمانًا مني بأن صحة السمع والتوازن ركيزة أساسية من ركائز جودة الحياة والتنمية البشرية. وفي هذا الإطار، جاء تأسيس الجمعية السورية لعلوم السمع والنطق خطوة مؤسسية تهدف إلى تنظيم المهنة، وتطوير التعليم والتدريب، وتعزيز التنسيق مع الهيئات العربية والدولية

تمثل الأكاديمية العربية المتقدمة للسمع والتوازن اليوم المظلة المهنية الأبرز لاختصاصيي السمع والتوازن في العالم العربي، حيث تنطلق رؤيتها من أن تكون شريكًا أساسيًا في المسيرة المهنية للأطباء والاختصاصيين، وذلك عبر تطوير الممارسة السريرية، وتعزيز الوعي المجتمعي بصحة السمع، وتفعيل الدور المحوري لاختصاصي السمعيات في الكشف المبكر والتشخيص والتدبير، هذا إلى جانب ترسيخ نهج العمل متعدد التخصصات في رعاية اضطرابات السمع والتوازن؛ وأما رسالتها، فتتمثل في الارتقاء بجودة خدمات السمع والتوازن من خلال التعليم والبحث العلمي، ووضع المعايير والاعتماد المهني، والقيادة المسؤولة، بما ينعكس بصورة مباشرة على تحسين مستوى الرعاية المقدمة للمرضى وخدمة المجتمع

أيها الأعزاء، يأتي مؤتمرنا هذا ليكون منصة علمية رفيعة لتبادل الخبرات، وبناء الشراكات، ومناقشة أحدث المستجدات العلمية والتقنية في مجالات السمع والتوازن، ولصياغة رؤى مشتركة تسهم في تطوير الممارسة المهنية، وتعزيز التعاون العربي والدولي، بما يخدم إنسان منطقتنا وحقه في سمع أفضل وحياة أجود

أرحب بكم جميعًا، وأتمنى لمؤتمرنا هذا النجاح والتوفيق، وأن يكون محطة مضيئة تثمر علمًا وتعاونًا وأثرًا مستدامًا
والسلام عليكم ورحمة الله وبركاته

Dr. Samer Mohamad Mohsen

Prof. Adel Abdel Maksoud Nassar
The chairman of The Scientific Committee



Dear guest speakers, participant and colleagues

On behalf of the scientific committee of the Advanced Arab Academy of Audiovestibulogy (4A), it is my great pleasure to invite you to attend and participate in the 12th Arab Hearing Health conference (AHH 2026), held in Amman, Jordan, 24th – 26th September 2026, Helton Signia Hotel.

This year, the AHH conference will gather Arab and international expert speakers in different fields of Audiovestibular Medicine. The conference would cover the most recent innovations in different aspects and will include oral presentations, keynotes speech, panel discussions, round table discussions and workshops presented by experts in different fields.

A poster presentation session will also be added this year to encourage students from different countries to share in this scientific event. The best poster presentation will be chosen by the scientific committee to be recognized and awarded.

Experts from the Arab world will share their knowledge and views on the latest issues and we will also be honored by the presence of our international guest speakers from different countries.

In this conference, Audiologists and speech pathologists who have just started their career will have an excellent opportunity to attend basic hands-on workshops; while more experienced, professionals will have in-depth discussions and debates on interesting topics.

The workshops included in the program are related to practical topics which are of considerable interest to most of the audiologists and speech pathologists including different aspects of Audiovestibular Medicine and speech disorders.

After checking the program timetable, you are kindly requested to reserve your seat in the workshop(s) as early as possible as the number of participants is limited.

Looking forward to welcome you at the AHH 2026 in Amman.

Prof. Adel Abdel Maksoud Nassar

Prof. Jakob Stephan Baschab
Director Academy for Hearing Acoustics



Dear Ladies and Gentlemen,

The Academy of Hearing Acoustics (afh) is the central educational institution for hearing aid acousticians from all over Germany. It is perceived as center of excellence, which develops, promotes, consolidates and passes on knowledge and skills, in order to improve the quality of life for people with hearing defects. Vocational training of apprentices, further education of journeymen, Bachelor and Master Craftsmen courses of study are combined under one roof and continuously further improved.
The Academy is also responsible for the development and collection of professional skills in the field of rehabilitation and care-taking of hearing-impaired persons. It defines itself as connector and service-provider for the hearing aid industry, in as far as the supply of people with highly-sophisticated medical products and helps people with hearing defects re-integrate into society the best possible way.
With many years of experience we are running now the biggest school in this field in the world. We started 50 years ago with 50 students. Now our branch encompasses more than 20,000 specialized employees and 2,500 students in the vocational training.
The Academy considers itself as educational institution for hearing aid acousticians in Germany and abroad and has initiated various co-operations in order to promote the profession on an international level as well as to harmonize vocational training standards.
With our partners at the Arab Academy we are able to expand our educational standard. The successful partnership is also at this conference in Amman / Jordan. The exchange of knowledge and learning from each other is the basis of any professional occupation.

Therefore, I wish all the participants of the 12th Arab Hearing Health Conference much joy and success.

I am looking forward to this special event taking place in a special place of the world

Prof. Jakob Stephan Baschab

Professor Dr. Sary Hamdan
President of Al-Ahlyyia Amman University



It is my great pleasure, on behalf of Al-Ahliyya Amman University, to warmly welcome you to the 12th Arab Hearing Health Conference (AHH 2026), taking place in Amman, Jordan, from 24–26 September 2026.

We are honored to welcome distinguished academics, clinicians, researchers, specialists, students, and healthcare professionals from Jordan, the Arab region, and around the world. Your participation reflects the importance of collaboration and scientific exchange in advancing hearing health, audiology, vestibular medicine, speech and language pathology, phoniatrics, cochlear implantation, and rehabilitation.

The scientific program of AHH 2026 brings together a broad range of contemporary topics across Audiology and Vestibular Science and Speech, Language and Phoniatrics, including cochlear implants, tinnitus, balance disorders, hearing rehabilitation, neurodevelopmental conditions, dysphagia, communication disorders, and emerging technologies. AHH Program Booklet 2026.pdf (1).pdf This multidisciplinary approach reflects our shared commitment to translating scientific knowledge into better clinical practice and, ultimately, improved quality of life for patients and their families.

At Al-Ahliyya Amman University, we firmly believe that universities have a responsibility not only to educate, but also to serve as platforms for innovation, research, professional development, and meaningful partnerships. Hosting this important scientific gathering is therefore closely aligned with our commitment to academic excellence and to strengthening cooperation between universities, healthcare institutions, professional societies, and experts across our region.

I extend my sincere appreciation to the organizing and scientific committees, our distinguished speakers, chairpersons, sponsors, partners, and all those whose efforts have contributed to making this conference possible.

To all our guests, welcome to Al-Ahliyya Amman University and welcome to Jordan. I wish you three productive and inspiring days of learning, discussion, collaboration, and friendship, and I hope that AHH 2026 will contribute to new ideas, stronger professional relationships, and meaningful advances in hearing and communication healthcare.

Professor Dr. Sary Hamdan

Prof. Hesham Kozou, Md
Professor of Audio-Vestibular Medicine
Letter from the President of EAVMA



Dear Esteemed Colleagues, Distinguished Guests, and Valued Participants,

On behalf of the Egyptian Audio-Vestibular Medicine Association (EAVMA), it is my distinct honor and genuine pleasure to welcome you to the 12th Arab Hearing Health (AHH) Conference – AHH 2026.

As we gather once again in the vibrant city of Amman, I am filled with a profound sense of pride and gratitude. Pride, in witnessing how this conference has evolved into the premier platform for advancing the sciences of hearing, balance, and communication in our region. And gratitude for the sincere commitment of each one of you who travels here year after year, driven by a shared passion for excellence.

The AHH Conference is, at its heart, a testament to the power of partnership. Over the past twelve years, the collaboration between EAVMA and the Advanced Arab Academy of Audio-Vestibulogy (AAAA) has grown from a shared vision into a robust and dynamic alliance. This partnership, built on mutual respect and a common goal, has been the cornerstone of our success. Together, we have not only established a strong scientific and professional network but have also cultivated a true community of professionals dedicated to improving the lives of those with hearing and balance disorders.

Looking back at the journey of this meeting, I am amazed by the growth of AHH. Year after year, this conference has raised the bar, reflecting the rapid advancements in our field and the increasing dedication of our community. We have moved from sharing knowledge to creating it, from fostering connections to building an enduring legacy of collaboration across the Arab world and beyond. This year's program is a continuation of that legacy, designed to challenge our minds, inspire innovation, and strengthen the bonds that unite us.

Yet, as we celebrate our scientific achievements, we are also mindful of the world around us. We come together in a time when peace is a hope cherished by all. On behalf of EAVMA, I wish for lasting peace and stability for our entire region. May our collaborative spirit and dedication to healing serve as a small but meaningful step toward a more peacful world, where the gifts of communication and connection can be enjoyed by all.

To our distinguished guests, speakers, and exhibitors: thank you for your contributions. To the dedicated members of AAAA and EAVMA: thank you for your relentless efforts. And to all participants: we hope you leave this conference with new insights, renewed energy, and cherished memories.

I encourage you to immerse yourselves fully in the next few days, engage in the discussions, nurture your professional networks, and also take a moment to enjoy the unique charm and hospitality that Amman so beautifully offers.Welcome to AHH 2026.

Wishing you all a productive, inspiring, and memorable meeting.
Warm regards,

Hesham Kozou

Board of 4A Academy

Dr. Khalid A. Hadi, Chairman

Dr. Mohammed Al-Masri, Jordan, General Secretary

Dr. Abdelhamid Bin Ghalem, Morocco Member

Dr. Ali Faleh, Iraq Member

Dr. Elie Zir, Lebanon Member

Prof. Eman Ghorab, Egypt Member

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Dr. Hussein Ali Ahmad, Kurdistan Member

Prof. Iman El-Danasoury, Egypt Member

Dr. Jamal Qasoomeh, Syria Member

Dr. Mazen Khabori, Oman Member

Dr. Micheal Raheel, Palestine Member

Dr. Mohammed Al Hajery, Kuwait Member

Dr. Murad Al Momani, Jordan Member

Dr. Mustafa Detssouli, Morocco Member.

Dr. Muna Alzweri, Tunis Member

Dr. Salem Omair, Libya Member

Dr. Shaza Saleh, KSA Member

Dr. Samyah, Bahrain Member

Organizing Committee

Chairman: Dr. Khalid A. Hadi

Co-Chairs: Dr. Mohammed Al-Masri

Dr. Sarah Al-Shaikhly

Members

Mrs. Nehal Najjar

Ms. Nadeen Ramadan

Scientific Committee of Audio-Vestibular:

Chairman: Dr. Adel Abdel Maksoud Nassar

Co-Chair: Dr. Nithreen Mohammed Said Abdelsalam

Members:

Dr. Amal Ahmad Alshaikh

Dr. Hala M AlOmari

Dr. Mohamed El-Badry

Dr. Mostafa Yousif

Scientific Committee of Phoniatrics/Speech Language Pathology:

Chairman: Dr. Samia Bassiouny

Members:

Dr. Hanady Bani Hani

Dr. Mona Hegazi

Dr. Fadi Al Swaiti

Dr. Aya Aljazi

Speakers & Panelists

Audiology & Vestibular

Abdulrahman Hagr, KSA

Abdulsalam Al-Qahtani, Qatar

Abir Algendy , Egypt

Adel Abd El- Maksoud, Egypt

Adel Azar, Syria

Adnan M. Shehabi, Palestine

Ahmad Baghdadi, AB

Ahmad Hafez , Mdel

Alia Al Saeh, Jordan

Amal Abu Kteish, Palestine

Amal Al Shaikh, KSA

Amani Shalaby, Egypt

Speakers & Panelists

Amr El-Hakeem, Qatar
Anaam Alkharabsheh, Jordan
Anas Ibrahim, Medel
Boris Ricking, Germany, Lubeck
Dalia Hassan, Egypt
Dana Cherri, Sonova
Enas Hajeir, Medel
Faten Obeidat, Jordan
Fatema Alasfoor, Cochlear
Fatima Hawasly, Qatar
Hala AlOmari, Jordan
Hana' Al-Mohammad, Jordan
Helen Cullington, UK, Cochlear
Hesham Kozou, Egypt
Hind Maher Alenzi, KSA
Hisham Rasen Nemer Awad, Kuwait
Iman Sadek, Egypt
Islam Ghazi, Medel
Isra Aljazeeri, Medel
Jakob Stephan Baschab, Germany, Lubeck
Jeries Qoumsieh, Cochlear
Khaled A. Hadi, Qatar
Khalid Alzaabi, Medel
Laila Qanawati, Jordan
Lamya Adel Arhoma, Libya
Malek Abu Safieh, Qatar
Marek Polak, Medel
Maryam Jamil Ezzat AL-Noubani, Jordan
Maryam Sahwan, Cochlear

Speakers & Panelists

Moayad Zalloom , UAE, Starkey

Modar Doyya, Syria

Mohamed Moustafa Abdeltawwab, Egypt

Mohammad Al Masri, Jordan

Mohammad El-Badry, Egypt

Mona Jawad Alameer, KSA

Mostafa Yousif, Egypt

Patrizia Mancini, Italy, Cochlear

Pauline karabetian, Jordan

Raghad Mohammed Abu Elzeet, Jordan

Rahma Albloushi, Jordan

Rama Alasir, Jordan

Rana AlKhamra, Jordan

Rania Abdo, Egypt

Rawan Khaled Al Makkari, Syria

Reham Rafei El-Shafei, Egypt

Samah ibrahim, Egypt

Samar Al-Aswad, Egypt

Sameh Farid, Egypt

Samer Mohsen, Syria

Sawsan Abu Zaid, Jordan

Sneha Lata, Medel

Soumit Dasgupta, UK

Sukenah Alaswad, Medel

Takwa Gabr, Egypt

Telda Mahmoud Al Khateeb, Jordan

Thkra Mahmud Al-Homsi, Syria

Yaser Numan Alsabi , KSA, Cochlear

Yazan Ghammoh , Jordan

Speakers & Panelists

Phoniatrics/Speech Language Pathology

- Abdelrahman Ashour , Jordan
- Ahmad Faris Hasan Amro , Canada
- Amal Ezzat Aly Bakr , Egypt
- Amani Abdul-Hadi , Jordan
- Areej essam Barghouthi , Jordan
- Aseel Dimes, Jordan
- Aya Aljazi , Jordan
- Bassmah Jehad , Jordan
- Dana Naser , Jordan
- Diala Jarrar , Jordan
- Esra'a Moh'd Ebeidallah , Jordan
- Fadi AlSwaiti , Jordan
- Fadi Tadros , Jordan
- Hanady Bani Hani , Jordan
- Hia Abdelqader , USA
- Hiba Abu Zaid , Jordan
- Hiba Kassir , Lebanon
- Ihab Sami Abu Omar , Jordan
- Jinane Al Haddad , Lebanon
- Khaleel Taha Al-Adarbeh , KSA
- Layan wassem abujubara , Jordan
- Lina Khaled , Jordan
- Lubna AlOmari , Jordan
- Mahaba Sa'ed Hasan Alazem , Jordan
- Mariam Al-Jaghbeer , Jordan
- Mariam Walid Mahmoud Naser , Jordan
- Mohammad Nidami , Jordan
- Mona Abdulaziz Indargiri , KSA
- Mosa Ahmad Mosabeh Alkhorti , Palestine

Speakers & Panelists

Nancy Zeidan Juha , Palestine

Nusaiba Sallam , Jordan

Osaid Ahmed Tala Bani Hamdan, Jordan

Raghad Jamal AlBattikhi , Jordan

Rama emad shahin , Jordan

Rana Alkhamra , Jordan

Rania El Qarra , Jordan

Rania Mohamed Abdou Mustafa , Egypt

Renad Abdulrahman , Jordan

Renad Muhammad Basam Qutishat , Jordan

Safa Albustanji , Jordan

Safa Horani , Jordan

Samar Abdulwahab Jaradat , Jordan

Safa Albustanji , Jordan

Safa Horani , Jordan

Samar Abdulwahab Jaradat , Jordan

Sara Adel Abedat , Jordan

Sara Al-Mahserii, Jordan

Shahed Fuda , Jordan

Shoroq Abu Rumman , Jordan

Soma Yaghmour , Jordan

Sumaia Suleiman Al-Shajrawi , Jordan

Wael AL-Dakroury , KSA

Yaser Numan Alsabi , KSA, Cochlear

Zaina Khoury , Jordan

Zeina Al-Thaher , Jordan

Biography of Speakers



Audiology & Vestibular

Abdulrahman Hagr, KSA



Professor, King Saud University President, Saudi ORL Society 2010 until present Founder and President, Arab Academy of Otology and Cochlear Implant (AAOCI) 2018-now Founder and First Director of National Saudi Neonatal Screening Program Director, King Abdullah Ear Specialist Center (KAESC) 2011 till 2023 Director of Prince Sultan Research Chair for Hearing Disability & Implantable Devices International Federation of ORL Societies (IFOS) Congress Program Chair 2023. Founder, King Saud University's Otology Neurotology Fellowship 2008
Author of ten books

Dr.Abdulsalam Al-Qahtani, Qatar



Dr. Abdulsalam Al-Qahtani is Head of Otolaryngology, Head and Neck Surgery at Hamad Medical Corporation, Doha, Qatar, and an assistant professor of Clinical Otolaryngology at Weill Cornell Medical College, Qatar and Qatar University, College of Medicine. He received his MBChB from the University of Cairo School of Medicine and became ENT Program Director in 2005. He developed ORL-HNS subspecialization and the cochlear implant program at HMC and is editor of Textbook of Clinical Otolaryngology.

Abir Algendy , Egypt



Lecturer of Audio-Vestibular Medicine, ORL Dept.
Ain Shams University, Cairo, Egypt

Dr.Adel Abd El- Maksoud, Egypt



Dr. Adel Abdel Maksoud Nassar is Professor of Audiovestibular Medicine in the ENT Department and a senior staff member in the Cochlear Implant Clinics at Ain Shams University Hospitals, Cairo, Egypt. He is a member of IAPA, EAVMA, the Egyptian Society of Oto-rhino-laryngology, and the Egyptian University Higher Board Committee, and completed a Fellowship at the Otolaryngology Ear Institute, University of Miami, USA. He also reviews for EJO, EJENTAS, and Ain Shams Medical Journal.

Adel Azar, Syria



An Otolaryngologist-Head and Neck Surgeon with a Master's degree in Otolaryngology from Damascus University, Syria, Adel Azar has authored more than 20 peer-reviewed international publications and serves as an editorial board member and reviewer for otolaryngology journals. His research interests include patient-reported outcome measures, surgical outcomes, and quality-of-life assessment in ENT disorders. He has passed the first and second parts of the Arab Board in Otolaryngology.

Adnan M. Shehabi, Palestine



Dr. Adnan Shehabi is an Assistant Professor in the Department of Audiology and Speech Therapy at Birzeit University. He holds a BSc in Audiology and Speech Therapy with a minor in Psychology from Birzeit University (2016), an MSc in Audiology from the University of Southampton (2017), and a PhD in Audiology from the University of Manchester (2022), all with Distinction. His research focuses on noise exposure, ageing, tinnitus, hyperacusis, and Arabic speech-in-noise and other audiological tools.

Amal Abu Kteish, Palestine



Amal Abu Kteish is an audiologist and lecturer at Birzeit University. She earned her MSc in Audiology form the University of Manchester, UK, and completed a fellowship in vestibular rehabilitation at the American Institute of Balance. Her expertise lies in adult audiology and vestibular assessment and rehabilitation, where she combines academic research with clinical practice to advance patient-centered care.

Amal Al Shaikh, KSA



Dr. Amal Alshaikh is an Assistant Professor in Audiovestibular Medicine at Imam Abdulrahman Bin Faisal University in Dammam, Saudi Arabia. She earned her MSc and PhD in Audiovestibular Medicine at University College London and was a research fellow in the Neuro-otology Department at the National Hospital of Neurology & Neurosurgery. Her primary research interest is vestibular medicine. She also undertakes clinical work at King Fahad University Hospital and teaches undergraduate and postgraduate students.

Amani Shalaby, Egypt



Professor of Audio-vestibular Medicine at Ain Shams University, Cairo, Egypt, Amani Shalaby is a former Vice President of the Egyptian Audio-Vestibular Medical Association (EAVMA). She is a member of IAPA and the Egyptian Otorhino-laryngology Society, and reviews for EJENTAS and the Egyptian Journal of Otolaryngology. She contributes to teaching on Central Auditory Processing Disorders and works as a consultant and editor with the Arab Council for Childhood & Development, including learning disability programs and lectures.

Amr El-Hakeem, Qatar



Amr El-Hakeem holds an MBBS from the University of Khartoum (1985) and FRCS in Otorhinolaryngology, Head & Neck Surgery from the Royal College of Surgeons, Edinburgh (1995), following specialist ENT training in Sudan and Ireland. Since 2011, he has served as Head of Research and Scholarly Activities and Program Director of the Otology Fellowship in the ENT Department at Hamad Medical Corporation, Doha. He also serves on Ministry of Public Health panels in Qatar and contributed to developing ENT subspecialization at Hamad Hospital.

Anaam Alkharabsheh, Jordan



Anaam Alkharabsheh is a faculty member in the Department of Speech and Hearing Sciences at the School of Rehabilitation Sciences, The University of Jordan, Amman, Jordan. Her work focuses on hearing science, tinnitus management, and audiological assessment across adult and geriatric populations. She is involved in clinical teaching, research, and community-based initiatives aimed at advancing hearing health care in Jordan.

Boris Ricking, Germany



Master of hearing aid acoustician with specialist laboratories in Germany Vice-President of the Federal Guild of Hearing Accoustitions, Germany Chairman of the Supervisory Board of a purchasing and marketing group, Germany Member of Board, Statutory health insurance, Germany

Dalia Hassan, Egypt



Dr. Dalia Hassan is Professor of Audio-Vestibular Medicine in the ORL Department at Ain Shams University, Cairo, Egypt. She completed her medical education, internship, and residency at Ain Shams University, graduating in Medicine and Surgery with distinction and first-degree honors. She earned a Master's degree in Audiology with distinction in 1999, with work related to tinnitus therapy. Her doctoral degree in Audiology was a joint project with the hereditary hearing loss laboratory at the University of Antwerp, Belgium, studying connexin 26 gene mutations in Egypt in 2002.

Faten Obeidat, Jordan



Dr. Faten S. Obeidat is an Associate Professor in the Department of Hearing and Speech Sciences, School of Rehabilitation Sciences, University of Jordan, specializing in audiology and balance disorders. She earned a PhD in Audiology focused on balance disorders from the University of Southampton in 2019, and holds an MSc in Audiology (2014) and BSc in Hearing and Speech Sciences (2011) from the University of Jordan. Her research covers vestibular testing, Ménière's disease, cochlear implant vestibular function, and newborn hearing screening in Jordan.

Fatima Hawasly, Qatar



Department of Audiology and Balance, Hamad Medical Corporation, Doha, Qatar Credentials: Doctor of medicine Diploma, Damascus University, Damascus, Syria 2011 Syrian board certificate in Otorhinolaryngology and Head and Neck Surgery, Syrian Commission for Medical Specialties, Damascus, Syria, 2016 Arab board certificate in Otorhinolaryngology and Head and Neck Surgery, Arab Board of Health Specializations, Damascus, Syria, 2018 Membership of the Royal College of Surgeons (ENT), London, United Kingdom, 2025.

Hala AlOmari, Jordan



Dr. Hala AlOmari is Head of the Hearing and Speech Sciences Department and an Assistant Professor at the School of Rehabilitation Sciences, University of Jordan. She holds Master's and PhD degrees in Audiology from the University of Southampton, specializing in binaural hearing using bone conduction stimulation. She has managed the Hearing and Speech Clinic for the past four years and serves on the Ministry of Health Audiology Examination Committee. Her interests include pediatric audiology, tinnitus, noise-induced hearing loss, and tinnitus/hyperacusis management using cognitive behavioural therapy.

Helen Cullington, UK, Cochlear



I am an audiologist, researcher and Professor of Cochlear Implants at the University of Southampton Auditory Implant Service in the United Kingdom, and past Chair of the British Cochlear Implant Group. I'm also Editor-in-Chief of the Journal Cochlear Implants International. I am captivated by cochlear implants and the use of technology to improve people's lives; much of my research has been focussed on remote care for people with implants. I have worked in cochlear implants for my whole career (more than 30 years) in six cochlear implant centres around the world.

Hesham Kozou, Egypt



President of the Egyptian Audio-Vestibular Medicine Association (EAVMA) Professor of Audio-Vestibular Medicine, Alexandria Faculty of Medicine, Alexandria University, EGYPT. Doctor of Philosophy in Audio-Vestibular Medicine, 2001 Alexandria Faculty of Medicine, Alexandria University, EGYPT.Dissertation title: "Mismatch Negativity in Aphasic Patients". Advisor: Professor Risto Näätänen, CBRU, University of Helsinki, Finland. Master of Science in Audio-Vestibular Medicine, 1996. Alexandria Faculty of Medicine, Alexandria University, EGYPT.
Bachelor of Science in Medicine and Surgery, 1990. Alexandria Faculty of Medicine, Alexandria University, EGYPT.

Hind Maher Alenzi, KSA



Department of Audiology and Speech-Language Pathology, College of Rehabilitation Sciences King Saud University, Riyadh, Saudi Arabia
2 Institute of Sound and Vibration Research, Faculty of Engineering and Physical Sciences,University of Southampton, Southampton, UK

Hisham Awad, Kuwait



With more than 11 years of clinical experience in adult and pediatric hearing-aid fitting, I currently serve as the Audiology Educational Manager at Hassan's Hearing Care, Kuwait. My professional work focuses on advanced hearing-aid fitting strategies, verification practices, and audiology education. I have extensive experience working with major hearing technology manufacturers, including Phonak, Oticon, Starkey, BHM, and Neurelec CIs (formerly Oticon Medical

Iman Sadek, Egypt



Professor of Audiovestibular medicine at Ain Shams University, Cairo, Egypt. Graduated from the Faculty of Medicine at Ain Shams University in 1982 and received Master's (1986) and Doctorate (1992) degrees at the same university.

Jakob Stephan Baschab, Germany



since 2002 Director, Academy for Hearing Acoustics, Luebeck/Germanysince 2002 Director General, Federal Guild of Hearing Aid Acousticians; GermanyJudge at State Social Court, GermanyAdministrative Board Member, Pension Insurance of GermanyAdministrative Board Member, Employment Agency of GermanyBoard Member, European Association of Hearing Care Professionals, Belgien.

Khaled A. Hadi, Qatar



Head of Audiology & Balance Unit and the Program Director of Audiology Diplomas run in Hamad Medical Corporation in collaboration with University of Toronto, Canada. He is one of the Faculty of Diploma in Clinical Audiology, Diploma in Vestibular Rehabilitation and Diploma in Auditory Verbal Therapy. He is the President of Advanced Arab Academy of Audiovestibuology. Appointed as Faculty Member of University of Toronto, Canada. National Coordinator of Ear and Hearing Care in the State of Qatar nominated by World Health Organization. Member of Union of European Academy of Phoniatrician and member of UEP Scientific Committee of hearing, (WHO).

Laila Qanawati, Jordan



Laila Qanawati, MSc., CCC-SLP, is a lecturer in the Audiology and Speech Department at Al-Ahlyya Amman University and founder and director of its speech therapy clinics since 2004. She was the first head of the speech-language department in the Ministry of Health and has worked to advance audiology and speech-language pathology in Jordan since 1988. She was the first licensed Speech Pathologist from ASHA and the Ministry of Health and has founded communication programs in private schools in Jordan.

Lamya Adel Arhoma, Libya



Lamya Arhoma is an intern doctor at the Faculty of Medicine and a public health researcher. She is a founding member of the DecibeLY Team, focusing on hearing education, awareness, and research, and has experience with the Libyan Red Crescent in project management, training, and health promotion. Her research includes noise-induced hearing loss among medical students, antibiotic resistance prevalence in Benghazi, and a case report on prostatic extra gastrointestinal stromal tumor. She also participates in health awareness and training programs.

Malek Abu Safieh, Qatar



Malek Abu Safieh, Au.D., earned his Doctorate in Audiology from PCO, Pennsylvania, in 2004 and has held clinical and academic positions at major medical centers and universities, including the American University of Beirut and Dar Al-Hekma University. He is currently Clinical Director of Audiology at Sidra Medicine, Doha, Qatar. He is an American Board-Certified Audiologist with CCC-A certification from ASHA and certification from Speech-Language and Audiology Canada. His clinical and research interests include audiovestibular abnormalities associated with congenital diseases and syndromes.

Maryam Jamil Ezzat AL-Noubani, Jordan



Maryam Al-Noubani is an audiologist with over 15 years of experience. She holds a Bachelor's degree in Audiology and Speech-Language Pathology from Jordan University of Science and Technology and a Master's degree in Audiology fromAl-Ahliyya Amman University (2025). She worked at the Middle East Hearing Association Center (2008–2010) and at Al-Ahliyya Amman University (2010–2023) as an audiologist and clinical supervisor.

Moayad Zalloom , UAE, Starkey



Moayad Zalloom is the Sales Manager for the Middle East and North Africa at Starkey MEA. With a background in Audiology and over a decade of regional experience, he specializes in advancing hearing care through innovation and education. Moayad is deeply experienced with AI-powered hearing aids, focusing on how technology like deep neural networks and edge computing can transform patients' lives. He also created the Starway training program, elevating professional standards across the MENA region to high standards.

Modar Doyya, Syria



Dr. Modar Doyya is an ENT resident in the Department of Otolaryngology, Faculty of Medicine, Damascus University, Syria. His research focuses on noise-induced hearing loss, tinnitus, and preventive audiology among young adults. He has conducted cross-sectional studies among Syrian university students examining attitudes toward noise and beliefs about hearing protection, with the aim of informing public health strategies and awareness campaigns. He is committed to advancing hearing health research in low-income countries and contributing evidence-based recommendations to health conferences.

Mohamed Moustafa Abdeltawwab, Egypt



Dr. Mohamed Moustafa Abdeltawwab, M.D., Ph.D., is Professor of Audiology and Vestibular Disorders at the Audio-vestibular Clinic, ORL Department, Faculty of Medicine, Mansoura University, Egypt. He earned his Master's degree from Ain Shams University and Doctorate from Cairo University, and was a research fellow at Vanderbilt University's Bill Wilkerson Center from 2000 to 2002. He is a member of ASHA and EAVMA and currently heads the Dakahlia Audiovestibular Medicine Association at Mansoura (DAVAM).

Mohammad Al Masri, Jordan



Dr. Mohammad Al Masri; Ph.D. Audiology and Speech Pathology Department. Al-Ahlyyia Amman University. Amman. Jordan. Associate professor of Audiology. General Secretary of the Advanced Arab Academy of Audiology Director of Hearing and Balance Department Pharmacy and Medical Sciences Founder of the Middle East Hearing Association

Mona Jawad Alameer, KSA



Current Position: Senior Clinical Audiologist Institution: King Fahad University Hospital Department: ENT

Mostafa Yousif, Egypt



Dr. Mostafa Youssif, MD, PhD, CCC-A, is Consultant and Head of the Audio-vestibular Unit at Sohag University Hospital and Associate Professor of Audiology at Sohag Faculty of Medicine. He earned his medical degree from Sohag Faculty of Medicine (1999), Master's in Audiology from Ain Shams University (2004), and PhD from the University of Cincinnati (2012). He obtained ASHA CCC-A certification in 2010 and later joined the Cochlear Implant Program at Sohag University Hospital. His awards include the ASHA ARTA and James Jerger Award in 2011.

Patrizia Mancini, Italy, Cochlear



Mancini Patrizia, MD, PhD, is an ENT and Audio Vestibular physician and Associate Professor at the Department of Sense Organs, Sapienza University of Rome, where she is clinical coordinator of the Cochlear Implant Program. Her research focuses on otology, cochlear implants, auditory perception, and speech and language pathology, with more than 120 international papers. She directs an Audiologist University program and a Master's degree in CI fitting at Sapienza University of Rome and is a member of the EMA Expert Panel on Implant and Vision.

Pauline karabetian, Jordan



Pauline sarkis karabetian,MD Otolaryngology consultant Head of otolaryngology department Al basheer hospital Director of otolaryngology speciality in MOH hospitals Jordan.

Raghad Mohammed Abu Elzeet, Jordan



Raghad Mohammed Abu Elzeet is an audiologist from Amman, Jordan. She graduated first in her class with a Bachelor's degree in Hearing and Speech Sciences from the University of Jordan and later ranked first in her Master's degree in Audiology at Amman Al-Ahliyya University. She works as a part-time lecturer, with expertise in hearing and balance health and evidence-based practice. She also runs the YouTube channel The Life of Hearing and received Best Scientific Poster at the 11th Arab Hearing Health Conference in Jordan.

Rama Alasir, Jordan



Rama Alasir, MSc, is a lecturer in the Audiology and Speech Department at Al-Ahliyya Amman University and a Ministry of Health-licensed audiologist. She holds a Bachelor's degree in Audiology and Speech from Jordan University of Science and Technology and a Master's degree in Audiology from the University of Southampton. Her experience includes hearing evaluation, diagnosis, hearing-aid fitting, and aural rehabilitation. She is also committed to hearing-health awareness and supporting individuals with hearing challenges.

Rawan Khaled Al Makkari, Syria



Rawan Khaled Al Makkari is an audiologist holding a Bachelor's degree in Audiology, with one and a half years of clinical experience working in a specialized center. Her professional and research interests focus on pediatric hearing screening, early detection of hearing loss, and the assessment of children with developmental delay, with the aim of improving communication and developmental outcomes.

Reham Rafei El-Shafei, Egypt



Head of Audio-vestibular Medicine unit, Fayoum University. 23 years in the Audiology and Balance clinic at Kasr El-Eini, Cairo University, and Fayoum University, serving patients with Hearing and balance problems, both adults & pediatrics.

Samah Ibrahim, Egypt



senior registrar of audiology medicine at bhg.

Samar aswad, KSA



Current Position: Clinical Audiologist
Institution: King Fahad University Hospital
Department: ENT
-associate professor of audiovestibular medicine at fmg, alazhr univeristy
-md of audiovestibular medicine

Samer Mohsen, Syria



Dr. Samer Mohsen is an ENT physician with a PhD in Audiology, Associate Professor at the Faculty of Medicine, Dean of the Faculty of Health Sciences, and Director of the Master of Health Administration at SVU, Damascus University, Syria. He established the Department of Audiology at Damascus University in 2019 and has headed the department and taught many of its courses since then. He is also a researcher, course instructor, and advisor to national programs including the Ministry of Health's national EHDI program, with international publications and editorial and review roles.

Sawsan Abu Zaid, Jordan



Dr Sawsan M. Abuzaid from Amman, Jordan, an Otolaryngology specialist in the Royal Medical Services since 2013, with observer ship in neurotology and vestibular medicine in Cincinnati University Hospital, Ohio, USA (2016-2017), established the dizziness clinic with the Vestibular Rehabilitation team in the RMS in 2018.

Soumit Dasgupta, UK



Prof. Soumit Dasgupta is an award-winning consultant neurotologist and audiovestibular physician at Alder Hey Children's NHS Foundation Trust and the Hypatia Dizziness and Balance Centre in Liverpool, UK. He is a senior lecturer at the University of Liverpool, lecturer at the University of Manchester, and honorary professor at the University of Siena. He is an expert in paediatric vestibular disorders, genetic hearing loss, and ototoxicity, and represents the UK in the International Ototoxicity Monitoring Group. He also holds leadership roles in the International Vestibular Society and British audiovestibular and neurotology organizations.

Takwa Gabr, Egypt



Prof. Dr. Takwa Gabr specializes in paediatric audiology and cochlear implants and has studied AEPs in cochlear implantation since 2010. Her other interests include tinnitus, vestibular system evaluation and rehabilitation, and neuro-otology. She has contributed to national, regional, and international conferences and workshops. She earned a Diploma in Healthcare Professional Medical Education in 2021 from Suez Canal University in collaboration with Maastricht University and an MBA from East London University in February 2024. She is currently Dean of the Faculty of Medicine at Sadat City University, Egypt.

Telda Mahmoud Al Khateeb, Jordan



My name is Telda Mahmoud Al Khateeb, I am an MSc graduate in Advanced Practice (Audiology) from Cardiff Metropolitan University, where I graduated with distinction and as the top student in my cohort. I currently work as a clinical audiologist, managing an audiology clinic (Sound Waves Hearing Center, Amman, Jordan). I am affiliated with the Department of Sport and Health Sciences at Cardiff Metropolitan University, United Kingdom. My academic and clinical interests focus on diagnostic and rehabilitative audiology, patient-centered hearing care, evidence based clinical practice, and research.

Thkra Mahmud Al-Homsi, Syria



Audiologist, participant in several conferences in the field of hearing aids, supervisor at the specialized clinic in Damascus, performed 1000 pure tone audiograms, more than 100 ABR test, and more than 600 OAE test, in addition to selecting and calibrating the appropriate hearing aid.

Yazan Ghammoh, Jordan



Dr. Yazan Gammoh, a Jordanian optometrist holds a PhD in Optometry & Vision Science and an MSc in Optometry from the University of Bradford, UK. Yazan is an Associate Professor of Optometry at Ahliyya Amman University, Amman, Jordan. Yazan also serves as the chair of education committee of the World Council of Optometry. Dr. Gammoh is a Fellow of IACLE and IACLE Educator of the Year 2017 for Europe, Africa and Middle East. Yazan is also a Peter Ackland award winner of the year 2020 and Dubai Conferences Ambassador of the year 2020. Yazan's main clinical interests are management of keratoconus using scleral lenses as he was a pioneer in introducing and facilitating scleral lenses in several countries in the Middle East. In addition, Yazan has established the first not-for-profit low vision rehabilitation clinic in Jordan to serve children in Jordan regardless of their nationality and social or financial status. Furthermore, Yazan serves in the only private clinic in Jordan solely dedicated for low vision assessment and management.

Phoniatrics/Speech Language Pathology

Abdelrahman Ashour , Jordan



Abdelrahman Ashour, 2008 graduate with a master's in speech and language pathology from the University of Jordan. Listening and Spoken Language specialist certified (LSLS AVT) from Alexander Graham Bell Academy / Washington 2021. working in the cochlear implants program for adults and children at King Fahad Specialist Hospital in Dammam. International and regional speaker. specialized in auditory verbal therapy and aural Rehabilitation..

Ahmad Faris Hasan Amro , Canada



Dr. Ahmad Amro is Clinical Practice Leader of Speech-Language Pathology at Langley Memorial Hospital, a speech-language pathology consultant, and founder and CEO of Intelligent Therapy Inc. He completed his doctoral education at the University of Florida and has extensive academic experience as a professor of speech-language pathology at multiple universities. His clinical work includes communication disorders and learning difficulties across all ages. He has authored and co-authored peer-reviewed scientific articles and book chapters and has presented at regional and international workshops and conferences.

Amal Ezzat Aly Bakr, Egypt



Amal Ezzat Aly Bakr is a psychologist, speech and language therapist, and researcher specializing in disability, deafblindness, and multiple disabilities. She is Chairperson of the Board of Hope City Foundation and an educational consultant and instructor with Perkins International. She holds a PhD in Psychology, a Diploma in Educational Leadership from Perkins, certification as a Perkins International Trainer and Perkins-Roman CVI Specialist, and a diploma in congenital deafblind rehabilitation from the University of Oslo. She also served as Egypt & EMRO representative for Deafblind International.

Amani Abdul-Hadi , Jordan



Certified Speech Language Pathologist Hearing and Speech Clinic/ University of Jordan.

Areej essam Barghouthi , Jordan



Is a Speech-Language Pathologist currently practicing at Heal Point Center and pursuing her Master's degree in Speech-Language Pathology at The University of Jordan. Dedicated to bridging clinical practice with academic research, She continuously enhances her therapeutic skills through specialized training across various areas of speech and language disorders. Driven by a passion for continuous learning, Areej is committed to providing evidence-based care and empowering individuals with communication disorders.

Aseel Dimes, Jordan



Aseel Dimes is a Speech-Language Pathologist and a Master's student in Speech-Language Pathology at the University of Jordan. Her clinical experience includes the assessment and intervention of individuals with a range of speech, language, and communication difficulties across different age groups. She values evidence-based and individualized clinical practice and has completed professional training courses that have further supported her clinical knowledge and skills. Aseel is particularly interested in early identification and early intervention. She also has a growing interest in research, especially in exploring clinically relevant questions and strengthening the connection between research findings and everyday speech-language pathology practice.

Aya Aljazi , Jordan



Dr. Aya Al-Jazy is a certified speech-language pathologist specializing in pediatric speech, language, voice, swallowing, and feeding disorders. She holds a BSc from the University of Jordan, an MSc from the University of Sheffield, and a Doctorate from Northwestern University in Chicago; in 2025, she earned American Board certification in swallowing and swallowing disorders. She founded Seeds of Hope and has more than a decade of clinical experience, with special interests in Down syndrome, childhood apraxia of speech, cleft speech disorders, and voice and swallowing disorders.

Bassmah Jehad , Jordan



Bassmah Lahloub is a Speech and Language Therapist and Clinical Team Leader at Seeds of Hope Center, currently in the process of obtaining her Master's degree in Communication Sciences and Disorders at Al-Ahliyya Amman University.

Dana Naser, Jordan



Dana Naser is a speech-language pathologist and founder of Atfalona Center, a specialized center for children with speech and language difficulties. She holds a Bachelor's degree in Speech and Hearing Sciences from the University of Jordan (2008) and a Master's degree in Speech and Language Pathology. With more than a decade of clinical experience, she uses child-centered, evidence-based and individualized approaches. Her work focuses on functional interventions that help children generalize communication skills into real-life contexts.

Diala Jarrar , Jordan



Diala Jarrar a Speech and Language Therapist (SLT) currently working at Safa Speech Center, where she provides intervention for individuals with speech, language, and communication disorders. Her clinical work focuses on supporting children and adults with speech sound disorders, language delays, fluency disorders, and communication challenges associated with developmental conditions as she applies evidence-based therapeutic approaches that match client's individual needs. She collaborates closely with families, caregivers, and multidisciplinary professionals to ensure holistic and effective intervention outcomes.

Esra'a Moh'd Ebeidallah , Jordan



Isra'a Mohammad Saleem is a Master's student in the Rehabilitation Department (Department of Speech and Hearing Sciences) at the University of Jordan, Amman, Jordan. Her academic interests include child language development, speech sounds disorders, and parental interaction strategies in children with autism spectrum disorder. She aims to contribute to evidence-based practices that enhance communication and language growth in children with developmental challenges.

Fadi AlSwaiti , Jordan



Dr. Fadi AlSwaiti is Assistant Professor and Chair of the Department of Audiology and Speech Pathology at AlAhliyya Amman University, where he also directs the speech and hearing clinics. He holds Bachelor's and Master's degrees from the University of Jordan and a PhD from the University of North Carolina at Greensboro. He worked as a speech pathologist for ten years and later taught at the University of Wisconsin-River Falls. His research focuses on lexical retrieval in Jordanian Arabic and validation of the Jordanian Arabic aphasia test.

Fadi Tadros , Jordan



Fadi Tadros is a Senior Speech and Language Therapist & School Outreach Manager ; joined the team at Seeds of Hope in 2018. He obtained his Bachelors of Science in Hearing and Speech Sciences from the University of Jordan and is currently in the process of obtaining his Masters in Hearing and Speech Sciences from the University of Jordan.

Hanady Bani Hani , Jordan



Dr. Hanady Bani Hani is an Associate Professor in the Hearing and Speech Sciences Department at the University of Jordan and a certified Speech-Language Pathologist. She earned her PhD in Communication Sciences and Disorders from McGill University and has more than 10 years of research, teaching, and clinical management experience. She has served as Assistant Dean of Student Affairs and Head of the Department of Hearing and Speech Sciences, co-founded the Autism Clinic at Abdali Hospital, and works as an accredited assessor and consultant on language disorders and ASD.

Hia Abdelqader , USA



Hia Abdelqader, MA, CED, LSLS Cert. AVEd, is a Senior Education Specialist at the NYU Cochlear Implant Center, Department of Otolaryngology–Head and Neck Surgery, NYU Langone Health, United States. Her work centers on family-centered early intervention and educational planning for deaf and hard-of-hearing children, including those with complex needs. She supports individualized, realistic communication goals and works collaboratively with multidisciplinary teams and families to promote caregiver education, continuity of care, and inclusive educational planning.

Hiba Abu Zaid , Jordan



Hiba Abu Zaid BSc SLP is a senior speech and language therapist at Seeds of Hope. She obtained her BSc from the University of Jordan and has been with Seeds of Hope since 2024.

Hiba Kassir , Lebanon



Dr. Hiba Kassir earned her PhD through a collaborative program in psychological sciences and education offered by the Lebanese University and the Free University of Brussels. As head of the speech therapy department, she established the speech therapy program and developed curricula at the Islamic University of Lebanon. Her 22 years of experience include teaching and research supervision at IUL and LU. At Sama polyclinic, she provides assessment, diagnosis, treatment, and parental guidance for oral and written language disorders, and she recently co-founded Raise-Lab, a digital support and evaluation space.

Jinane Al Haddad , Lebanon



Jinane Haddad is a Lebanese Speech-Language Pathologist with more than 20 years of experience with children, adolescents, and adults across hospitals and specialized centers. She has extensive expertise in assessment, intervention, and long-term management of communication disorders, with advanced training in hearing loss and cochlear implantation and regional expertise in auditory rehabilitation. She regularly presents workshops across the Arab world and currently works as a rehabilitation consultant, leading a multidisciplinary team at her clinic in Lebanon and overseeing individualized, family-centered intervention programs.

Khaleel Taha Al-Adarbeh , KSA



Khaleel Taha Al-Adarebeh Senior Speech-Language pathologist KFHU, IAU Licensed Senior Speech-Language pathologist King Fahd Hospital of University (KFHU), Imam Abdulrahman Bin Faisal University (IAU) Khobar / KSA Master degree in Speech-Language pathology August, 1998 University of Jordan Amman, Jordan POSITION LSLS/ (one year program) 2013 Registered Modified Barium Swallow Impairment Profile (MBSImP) Clinician Northern Speech Services/2022

Layan wassem abujubara , Jordan



Is a bilingual speech-language pathologist based in Amman, Jordan, currently completing her Master's degree in Speech-Language Pathology at the University of Jordan. Practicing at Nabd Academy for Interactive Learning and Comprehensive Rehabilitation, she applies diverse, evidence-based techniques to support individuals with a wide range of communication challenges. Driven by a strong ambition to elevate clinical standards and a deep passion for her field, Layan is dedicated to continuous professional growth. Her commitment to comprehensive rehabilitation focuses on delivering exceptional care, improving communication outcomes, and empowering her clients and their families.

Lina Khaled , Jordan



Lina Khaled is a graduate of Speech and Hearing Sciences from Jordan University of Science and Technology. She is currently pursuing a Master's degree in Speech-Language Pathology at the University of Jordan. She is interested in expanding her knowledge and clinical experience in speech and language disorders.

Lubna AlOmari , Jordan



Lubna Al-Omari is a Speech-Language Pathologist and Clinical Director at Atfalona Child Development Center, Jordan, with eight years of pediatric clinical experience. She holds a Bachelor's degree in Audiology and Speech-Language Pathology from Jordan University of Science and Technology and a Master's degree in Applied Behavior Analysis from Arizona State University. Her clinical work includes autism spectrum disorder, language and speech sound disorders, AAC, fluency, and feeding challenges. Her interests include language development, literacy and language assessment, and emerging technologies in Arabic language assessment.

Mahaba Sa'ed Hasan Alazem , Jordan



Speech and Language Therapist | Team Leader at Sunflowers Child Development Center With five years of experience as a Speech and Language Therapist, I hold a bachelor's degree in Speech, Language, and Hearing Sciences from University of Jordan. I have experience working with diverse cases in early intervention, including autism, aural rehabilitation, phonological and language disorders, and language delay. I have completed specialized training in the Lidcombe Program, PROMPT Therapy, and Principles of Motor Learning. I also serve as a Clinical Supervisor, providing training and guidance to support the professional development of speech and language therapists.

Mariam Al-Jaghbeer , Jordan



Mariam Jaghbeer is Founder and CEO of JIWAR Center, providing speech, language, feeding, and swallowing services across the lifespan. With over 10 years of clinical experience, she specializes in assessment and management of communication, feeding, and swallowing disorders. She holds a Master's degree in Deglutology from KU Leuven, Belgium. Her clinical and academic interests include dysphagia, feeding disorders, and swallowing evaluation, and her research has explored cervical auscultation as a clinical tool in swallowing assessment

Mariam Walid Mahmoud Naser , Jordan



Speech and Language Therapist at Sunflowers Child Development Center With three years of experience as a Speech and Language Therapist, I hold a bachelor's degree in Speech, Language, and Hearing Sciences from University of Jordan. I have experience working with diverse cases in early intervention, including autism, speech motor and language disorders, and language delay. I have completed specialized training in the Lidcombe Program, More than words, ABC and beyond (certified by Hanen Centre) Applied Behavior Analysis Technician Certification and Principles of Motor Learning.

Mohammad Nidami , Jordan



Managing Director of CI program in King Abdulaziz University Hospital, Riyadh-Saudi Arabia Head of Speech Unit in King Fahad Medical City, Riyadh-Saudi Arabia Senior Speech and Language Pathologist in Islamic Hospital, Amman-Jordan

Mona Abdulaziz Indargiri , KSA



Dr. Mona Indargiri is a licensed Speech-Language Pathologist and Program Director for the Master of Science in Speech-Language Pathology at Dar Al-Hekma University in Jeddah, Saudi Arabia. Her focus areas include early childhood stuttering and autism, and she received the university Board of Trustees' Teaching Excellence Award. She is certified in the Hanen Program and trained in Palin Parent-Child Interaction Therapy. Her work includes developing the Arabic version of the Autism Diagnostic Interview with the Prince Salman Center for Disability Research and disability-rights initiatives as a research scholar with the Harvard Law School Project on Disability.

Mosa Ahmad Mosabeh Alkhorti , Palestine



A well-known speech therapist in my field, highly competent, motivated and enthusiastic administrative skills with experience of working as part of a team in busy work environment. Well organized and proactive in providing timely, efficient and accurate administrative work. Approachable, well presented and able to establish good working relationships with a range of different people. Possessing a proven ability to generate innovative ideas and solutions to problems. Pioneer speech therapist in Gaza since 1996 and establisher of several initiatives and societies

Nusaiba Sallam, Jordan



Dr. Nusaiba Salam is a speech and language therapist, PhD candidate in Rehabilitation Sciences at the University of Ottawa, Canada, and founder of Takhatob Center in Amman, Jordan. She earned her Bachelor's and Master of Science degrees in Speech Therapy from the University of Jordan in 2010 and has more than ten years of experience treating speech and language disorders across age groups. She specializes in early intervention, parent involvement, and communication development in autistic children and is licensed by the Canadian Hanen Organization in various programs.

Osaid Ahmed Tala Bani Hamdan, Jordan



Osaid Ahmed Tala Bani Hamdan is a Speech-Language Pathologist and Clinical Director at Khutawat Center. He focuses on bilingualism and voice disorders in clinical settings.

Raghad Jamal Al Battikhi , Jordan



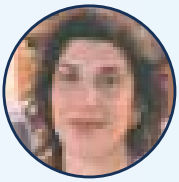
Raghad Jamal AlBattikhi is a bilingual Speech-Language Therapist at Maria Den Braven Center in Amman, Jordan. She provides evidence-based, child-centered intervention for speech sound disorders, early language development, AAC, pragmatic communication, and Oral Placement Therapy. Her practice incorporates neurodivergent learning profiles and culturally responsive strategies, and she has completed advanced training in ADOS-2. She is committed to clinical excellence, interdisciplinary collaboration, and inclusive communication practices for children and families.

Rama Emad shahin , Jordan



Is a Speech-Language Pathologist and a Master's student in Speech-Language Pathology. She previously served as the Head of the Therapy Department at Irada Development Center, where she led the therapy team and contributed to the development of individualized intervention programs for children. Rama holds certifications as a Registered Behavior Technician (RBT) and Qualified Autism Services Practitioner – Supervisor (QASP-S). She is passionate about empowering children to reach their full potential and is committed to continuous professional development and evidence-based, child-centered practice.

Rana Alkhamra , Jordan



Dr. Rana Alkhamra is a Speech-Language Pathologist and Full Professor in the Hearing and Speech Sciences Program at the University of Jordan. She holds a PhD in Audiology and Speech Sciences from Michigan State University and ASHA certification, with more than 15 years of academic and clinical experience. She specializes in communication disorders and cochlear implant rehabilitation and leads nationally funded projects developing Arabic language assessment tools. Her work also includes professional committees, accreditation, policy development, inclusive education, telepractice, early intervention, and responsible AI use.

Rania El Qarra , Jordan



Rania El Qarra is a Ministry of Health-licensed Speech-Language Therapist in Jordan with a Bachelor's degree in Audiology and Speech-Language Pathology from Al Ahliyya Amman University. She has presented studies at the 8th, 9th, 10th, and 11th Arab Hearing Health Conferences and represented Takhatob Speech Therapy and Rehabilitation Center at the Jordan Medical Leadership in Peace & War Conference. She also contributes to public awareness and is ADOS-2 Certified and a K-SLP Certified Practitioner.

Renad Abdulrahman , Jordan



Renad Abdulrahman is a graduate of Speech and Hearing Sciences from the University of Jordan and is currently pursuing a Master's degree in Speech-Language Pathology at the University of Jordan. She has clinical experience working with children with a range of speech, language, and communication difficulties. Her professional interests include early intervention, language development, and supporting children's early communication skills. She is passionate about providing evidence-based, individualized intervention and promoting early identification and intervention to support children's communication development and overall participation.

Renad Muhammad Basam Qutishat, Jordan



Renad Muhammad Basam Qutishat is a bilingual Speech-Language Therapist at Maria Den Braven Speech in Amman, Jordan. She specializes in speech sound disorders, early language development, AAC, pragmatic communication, and Oral Placement Therapy, and has assessment training in ADOS-2. Her understanding of neurodivergent learning profiles informs flexible, individualized interventions for children. She advocates for neurodiversity-affirming approaches and inclusive communication strategies for children, families, and the professional community.

Safa Albustanji , Jordan



Safa Albustanji, a licensed and board-certified Speech and Language Pathologist, founder and director of Safa Speech Center, a specialized Ministry of Health-accredited clinic located on Macca Street, Amman. Since its establishment in January 2019, the center has been dedicated to delivering comprehensive speech and language assessments and evidence-based therapeutic interventions for clients across the lifespan.

Safa Horani , Jordan



Safa Horani is a Speech-Language Pathologist with more than 18 years of clinical experience and Founder and Director of the Sunflowers network of child development, training, and inclusion centers across Jordan and the UK. She is also a lecturer and specialized trainer for speech-language pathologists across the Arab region. Her clinical and research interests include fluency disorders, voice, early intervention, and culturally responsive practice for Arabic-speaking populations. She is currently a PhD candidate researching speech and language therapy services in Jordan.

Samar Abdulwahab Jaradat , Jordan



Dr. Samar Abdulwahab Jaradat holds a PhD in Special Education from the University of Science Malaysia. She has academic, research, and clinical experience in Special Education, Autism Spectrum Disorder, speech and language, audiology, and rehabilitation across Saudi Arabia and Jordan. Her doctoral research focused on ASD and the assessment of social and emotional skills among children with ASD. Her professional interests include autism, inclusive education, communication and language development, assistive technology, early intervention, and improving outcomes for individuals with special needs.

Sara Adel Abedat , Jordan



Sara Adel Kleeb Abedat is a Speech-Language Pathologist and Head of the SLP Department at Smart Learner Academy. Her interests include bilingualism and occupational voice disorders.

Sara Al-Mahserii, Jordan



Sara Al-Mahserii is an Occupational Therapist, University of Jordan graduate, and Ministry of Health-licensed practitioner with more than seven years of professional experience. She serves as Secretary of the Jordanian Occupational Therapy Association and Head of the Occupational Therapy Department at Takhatob Speech Therapy & Rehabilitation Center. Her certifications include ADOS-2, Ayres Sensory Integration, Handwriting Without Tears, DIR, and DIRFloortime. She has extensive pediatric experience including developmental delays, autism spectrum disorder, Down syndrome, cerebral palsy, dyslexia, and dysgraphia.

Shahed Fuda , Jordan



Shahed Fuda is a Speech-Language Pathologist with seven years of clinical experience, primarily with pediatric populations in schools and rehabilitation centers. She earned a Bachelor's degree in Speech-Language Pathology from Jordan University of Science and Technology (2013–2017), a Master's degree in Public Health from the same university in 2023, and a Master's degree in Speech and Communication from Al-Ahliyya Amman University (2023–2025). Her published public health thesis examined healthcare workers' attitudes toward stuttering, and her clinical work spans diverse communication disorders and therapeutic approaches.

Shoroq Abu Rumman , Jordan



SLP Hearing and Speech Department/ University of Jordan

Soma Yaghmour , Jordan



Sumaia Suleiman Al-Shajrawi , Jordan



Sumaia Suleiman Al-Shajrawi is a full-time lecturer in the Speech and Hearing Program, Department of Rehabilitation Sciences, at Jordan University of Science and Technology. She earned a BSc in Audiology and Speech-Language Pathology from JUST in 2017 and an MSc in Speech-Language Pathology from the University of Jordan in 2020. In 2019, she contributed to creating The World of Stuttering, the first Arabic website dedicated to stuttering awareness. She previously worked as a speech-language pathologist and instructor at Zarqa University and has lectured at JUST since 2022.

Wael AL-Dakroury , KSA



Dr. Wael A. Al-Dakroury, PhD, CCC-SLP, is a bilingual pediatric Speech-Language Pathologist, International Speech-Language Pathology Ambassador for ASHA, and member of the ASHA SIG 17 Coordinating Committee. He is Co-Founder and Director of the Communication Disorders Department at Psych Care Clinics and Associate Professor at the Faculty of Medicine, Alfaisal University, Riyadh. He trained at San Jose State University and Queen Margaret University. His research focuses on pragmatic disorders in children with ADHD and autism spectrum disorder and pediatric language disorders, and he serves on editorial boards and as a reviewer for peer-reviewed journals.

Yaser Numan Alsabi , KSA, Cochlear



Dr. Yaser is Director of Al-Zamil Center for Hearing and Speech at Onaizah Association for Development and Humanitarian Services-Ta'heel, Saudi Arabia. He previously directed the Master Program in Speech-Language Pathology and Bachelor Program in Speech-Language and Hearing Sciences at Dar Al-Hekma University. He earned a doctorate in Communication Sciences and Disorders from Howard University in 2007, plus Master's degrees from the University of Jordan (1994) and San Jose State University (1999). He is a bilingual ASHA-certified speech-language pathologist and previously headed the Hearing Rehabilitation Unit at King Abdullah Ear Specialist Center.

Zaina Khoury, Jordan



Zaina Khoury is a Senior Speech and Language Pathologist & Clinical Development Facilitator, joined the team at Seeds of Hope in 2023. She obtained her Bachelors of Science in Human Development and minor in Human Rights from UC Davis in 2018 and her Masters of Science in Communication Sciences and Disorders from Columbia University with bilingual extension in Spanish and Arabic in 2021.

Zeina Al-Thaher, Jordan



Clinical Coordinator and licensed Senior Speech and Language Therapist Zeina Al Thaher joined the team at Seeds of Hope in 2018. She obtained her Bachelor of Science in Hearing and Speech Sciences from the University of Jordan and her Master's in Speech Language Pathology and Learning Difficulties from International University Isabel I de Castilla.

Audiology and Vestibular Program Synopsis

Day 1, Thursday, September 24th, 2026

7:30 – 9:00	Registration
9:00 - 10:45	Session 1: Cochlear implant
10:45 - 12:00	Opening ceremony & Coffee break
12:00 - 13:00	Session 2: Vestibular
13:00 - 14:00	Lunch break
14:00 – 16:45	Session 3: Cochlear implant
16:45 - 17:00	Coffee break
16:00 - 18:30	Session 4: Workshop

Day 2, Friday, September 25th, 2026

8:45 -10:30	Session 5: Cochlear Implants and Hearing aids
10:30-10:45	Coffee break
10:45-12:30	Session 6: Vestibular
12:30-14:00	Friday Prayers & Lunch break
14:00 – 16:00	Session 7: Cochlear implant
16:00-16:15	Coffee break
16:15- 17:30	Session 8: Workshops

Day 3, Saturday, September 26th, 2026

9:00 -10:45	Session 9: General Audiology
10:45-11:00	Coffee break
11:00-13:00	Session 10: Advances in Hearing Care
13:00-14:00	Lunch break
14:00 – 16:00	Session 11: Emerging Evidence and Perspectives in Audiological Practice
16:00-16:15	Closing Ceremony

Audiology & Vestibular Program

Day 1, Thursday, September 24th 2026		
7:30 – 9:00	Registration	
9:00 - 10:45	Session 1 Cochlear implant Chairpersons: Iman Sadek, Khaled A. Hadi	
9:00-9:30	Keynote: Tinnitus masking in cochlear implantation: effect of threshold and confounding variables	Patrizia Mancini
9:30- 10:15	Roundtable: Bone Conduction Implants: From Candidate Selection to Results	Iman Sadek Khalid Alzaabi Rahma Albloushi Sukenah Alaswad
10:15–10:30	Role of CT in congenital hearing loss.	Fatima Hawasly
10:30 -10:45	Medel Symposium	Medel
10:45-12:00	Opening ceremony & Coffee break	
12:00-13:00	Session 2 Vestibular Chairpersons: Adel Abd El- Maksoud, Hala AlOmari	
12:00-12:30	Keynote: Vestibular infant screening	Soumit Dasgupta
12:30-12:45	Third Window disease	Sawsan Abu Zaid
12:45-13:00	Beyond the Labyrinth: Autonomic and Functional Non-Vestibular Dizziness in Pediatric Patients — A New Clinical Paradigm.	Malek Abu Safieh
13:00-14:00	Lunch break	
14:00–16:45	Session 3 Cochlear Implant Chairpersons: Mohammad ElBadry , Sameh Farid	
14:00–14:30	Keynote : VR training for children with CI	Helen Cullington
14:30–14:45	Advanced Bionics Symposium: AB Beyond Limits	Ahmad Baghdadi
14:00–14:30	Cochlear Implant Dilemmas: Challenging Cases, Difficult Decisions.	Moderator: Mustafa Yousef Panellists: Abdulsalam Al-Qahtani Abdulrahman Ashour, Abdulrahman Hagr, Adel Abd El-Maksoud, Amr El-Hakeem, Mohammad El-Badry
15:45-16:00	A Ministry of Health–Led Initiative to Expand Equitable Access to Cochlear Implantation	Pauline karabetian
16:00-16:30	Keynote: Intra-operative objective measurements for a successful CI surgery	Marek Polak
16:30- 16:45	Medel Beyond Audibility: Theory of Mind, Executive Function, and the Role of Amplification in Early Development	Enas Hajeir
16:45-17:00	Coffee break	
17:00- 18:30	Session 4: Workshop	
17:00- 18:30	Fitting cochlear implants: Interphase gap and triphasic stimulation	Patrizia Mancini

Day 2, Friday, September 25th, 2026

8:30-10:30	Session 5 Cochlear Implants and Hearing aids Chairpersons: Hesham Kozou, Takwa Gabr	
8:30-8:45	Auracast the new Bluetooth-based technology for hearing aids	Boris Ricking
8:45-9:00	Starkey Symposium: Generative Ai usage in hearing aids . What is its benefit for your patient ?	Moayad Zalloom
9:00 -9:15	An international perspective on Remote Fitting of Hearing Aids.	Jakob Stephan Baschab
9:15-9:45	Keynote: Bone conduction implants	Isra Aljazeeri
9:45-10:15	Keynote: How Technology is changing CI care	Helen Cullington
10:15-10:30	Cochlear Symposium: Connected Care: Shaping the future of Care	Helen Cullington Jeries Qoumsieh Maryam Sahwan
10:30-10:45	Coffee break	
10:45-12:30	Session 6 Vestibular Chairpersons: Amal El Shaikh, Sawsan Abu Zaid	
10:45- 11:15	Keynote : vestibular compensation	Soumit Dasgupta
11:15-11:30	Effect of Fixed Gaze on Deep Neck Flexor Endurance and Its Associations with Cervical Strength, Neck Disability, and Attention in University Students	Mohammad Al Masri
11:30-11:45	The Next Vestibular Frontier: Integrating AI for Precision Vestibular Rehabilitation Therapy	Reham Rafei El-Shafei
11:45-12:15	Keynote: Latest advances in paediatric vestibular medicine	Soumit Dasgupta
12:15-12:30	Examining the effect of using vitamins D 3 K 2 in reducing BPPV recurrence rate following successful repositioning manoeuvre	Faten Obeidat
12:30-14:00	Friday Prayers & Lunch break	
14:00-16:00	Session 7 Cochlear Implant Chairpersons: Mohammad Al Masri, Mostafa Yousif	
14:00–14:30	Sonova symposium: Artificial Intelligence Applications in Aural Rehabilitation	Dana Cherri
14:15-15:00	Panel Discussion: A Journey through the Next-Generation Non-standard Auditory Implantation	Moderator: Dalia Hassan Panellists: Islam Ghazi, Isra Aljazeeri, Khalid Alzaabi, Sneha Lata
15:00-15:15	Updates of cochlear implantation and artificial intelligence: Why and How?	Mohamed Moustafa Abdeltawwab
15:15-16:00	Cochlear panel discussion: Translating the GCC Adult CI Consensus into Clinical Practice	Moderator: Jeries Qoumsieh Panelists: Helen Cullington, Fatema Alasfoor, Yaser Al Sabi
16:00-16:15	Coffee break	
16:15- 18:15	Session 8: Workshops	
16:15-17:15	Comparative Fitting Approaches Using DSL Adult, NAL-NL2 and DSL Pediatric	Hesham Awad
17:15-18:15	Starkey App in Practice: A Hands-On Workshop	Moayad Zalloum

Day 3, Saturday, September 26th, 2026

9:00-10:45	Session 9 General Audiology Chairpersons: Ali Mahrous, Mohammad Mustafa	
9:00-9:15	Noise-Induced Hearing Loss Among Medical Students at the University of Benghazi: A Cross-Sectional Study	Lamya Adel Arhoma
9:15-9:30	Personal Listening device (PLD) usage among University Students and their Audiometric Profile during the Shift to Online Learning Post COVID-19	Anaam Alkharabsheh
9:30-10:00	Keynote: Role of cognitive variables in speech perception in noise in Cochlear Implant users	Hesham Kozou
10:00-10:30	Beyond The Cochlea: The Hearing Aid As A Vestibular-Cognitive Prosthesis	Hesham Kozou
10:30-10:45	Hormonal Modulation of Auditory Function	Takwa Gabr
10:45-11:00	Coffee break	
11:00 -13:00	Session 10 Advances in Hearing Care Chairpersons: Amani Shalaby, Anaam Kharabsheh	
11:00-11:30	A Novel Hybrid solution for hearing impairment	Ahmad Hafez, Anas Ibrahim
11:30-12:00	Counselling, Sound Therapy, and Positive Support in the Management of Chronic Tinnitus	Mohammad Al Masri
12:00-12:15	The critical role of electrode impedance in cochlear implantation	Ahmad Hafez
12:15-12:30	Counselling, Sound Therapy, and Positive Support in the Management of Chronic Tinnitus	Samer Mohsen
12:30-12:45	Age-Dependent Vulnerability to Cumulative Occupational Noise Exposure: Evidence from Standard and Extended High-Frequency Audiometry	Adnan M. Shehabi
12:45-13:00	Jordanian Regulations for Continuous Medical Education and Professional Licensure in Audiology and Speech-Language Pathology	Alia Al Saeh
13:00-14:00	Lunch break	
14:00 – 15:00	Session 11 Emerging Evidence and Perspectives in Audiological Practice Chairpersons: Dalia Hassan, Samer Mohsen	
14:00- 14:15	When Vertigo just won't let go: PPPD	Samah Ibrahim
14:15 -14:30	Validation and cross-cultural adaptation of the Arabic version of the Ear Outcome Survey-16 (EOS-16)	Adel Azar
14:30-14:45	Awareness and Clinical Practice of Auditory Processing Disorder (APD) Among Jordanian Audiologists and Speech-Language Pathologists	Hana' Al-Mohammad
14:45-15:00	Knowledge and Perceptions of Pediatric Hearing Loss Among University Students in Jordan	Laila Qanawati,Rama Alasir Yazan Ghammoh
15:00-15:15	Closing Ceremony	

Audio-Vestibular Posters

DAY 1 - THURSDAY, SEPTEMBER 24 2026

16:45-17:00	During Coffee Break
Poster 1	Assessment of Occupational Noise-related Tinnitus Among Dentistry Students in Jordan Telda Mahmoud Al Khateeb
Poster 2	Hearing Loss and Dementia: A Narrative Review with Emerging Evidence on the Protective Role of Hearing Aids Maryam Jamil Ezzat AL-Noubani
Poster 3	Occupational Noise across the Lifespan: Main and Interactive Effects of Noise Exposure and Ageing on Speech-in-Noise Performance and Tinnitus in Palestinian Workers Amal Abu Kteish
Poster 4	The Link between Mental Health and Hyperacusis in Normal-Hearing Palestinian Youth under Sociopolitical Stress Adnan M. Shehabi

DAY 2 - FRIDAY, SEPTEMBER 25 2026

10:30 - 10:45	During Coffee Break
Poster 5	Acquired Auditory Neuropathy due to hyperbilirubinemia Mona Jawad Alameer, Samar Al-Aswad
Poster 6	The effect of recreational noise exposure on hearing thresholds, TEOAEs, and DPOAE above 8 kHz. Hind Maher Alenzi
Poster 7	The auditory behaviours and hearing sensitivity of young individuals utilising personal listening devices. Raghad Mohammed Abu Elzeet
Poster 8	Hearing Screening for Children with Developmental Disorders Rawan Khaled Al Makkari

DAY 2 - FRIDAY, SEPTEMBER 25 2026

16:00 - 16:15	During Coffee Break
Poster 9	Youth at Risk: Noise-Induced Tinnitus and Hearing Protection Beliefs in Syrian students Modar Doyya
Poster 10	Assessment of Vestibular Function as a Possible Cause of Dizziness During Pregnancy Thkra Mahmud Al-Homsi

Abstracts

Thursday, September 24th, 2026
9:00 – 9:30

Patrizia Mancini

Tinnitus masking in cochlear implantation: effect of threshold and confounding variables

Cochlear implant (CI) is acknowledged worldwide as an effective device to treat sensorineural severe to profound deafness in deaf and hard of hearing children and adults. Although its primary use is focused on restoring functional hearing and speech perception, it also appears to have a significant suppressive effect on tinnitus perception. Since 2019 the French CI guidelines and FDA have extended the CI indication (grade B for best practice) to treat adults with single side deafness and asymmetric hearing loss in the presence of invalidating tinnitus. Overall scientific literature shows a subjective tinnitus improvement or complete resolution of at least 50% up to 73% regardless of the type of hearing loss, 10% tinnitus worsening (Quaranta, 2004) and 4% of new occurrence (Quaranta2004; Ramaekers, 2015).Degree of CI success and residual tinnitus perception are possibly linked to variables such as listening mode, CI characteristics (e.g. type of strategy, depth of insertion, electrical stimulation parameters) but also to tinnitus related comorbidities which have been only partially explored. The present paper summarizes main important variable associated with CI procedure and their influence on post implant tinnitus perception, the influence of tinnitus most common related comorbidities, hyperacusis and psychological symptoms, reporting novel outcomes of their complex interplay in a group of adult CI users.

Thursday, September 24th, 2026
10:15 – 10:30

Fatima Hawasly

Role of CT in congenital hearing loss.

The incidence of congenital hearing loss is estimated to be around 2-4 children per 1000 birth according to newborn hearing loss screening programs. Depending on the site of abnormality, congenital hearing loss can be classified into three types: conductive, sensorineural or both. More than 50% of permanent hearing impairment cases can be detected shortly after birth, while progressive or late onset hearing loss can present later in life. Initial assessment relies on adequate history taking, physical examination, and various audiological tests. While follow up imaging with CT or MRI plays an important role in the evaluation of congenital hearing loss. Imaging can provide a very good assessment of the fine anatomical structures of the middle ear, inner ear and central nervous system.

Thursday, September 24th, 2026
12:00 – 12:30

Soumit Dasgupta

Vestibular infant screening

Vestibular infant screening or VIS entails screening infants with conductive or sensorineural hearing losses diagnosed at birth through hearing screening at birth. Up to 75% of such children may present with a vestibular pathology. Although the brain compensates for such weaknesses, in many instances inadequate compensation leads to a significant morbidity in balance affecting motor development, postural stability, cognition and indeed overall development. Addressing these issues are pivotal to give these children a good quality childhood for which diagnosis is crucial. Early intervention leads to satisfying outcomes. This subject remains unexplored in the main with a lack of awareness. Technological advances in paediatric vestibular assessment have ensured to quantify both otolith and angular motion sensor in children from the age of 6 months. These are valuable tools for the diagnosis. There are only 2 formal VIS programmes in the world – in Flanders, Belgium and in Liverpool, UK. This lecture discusses the logistics and the pathways for such a screening programme from Liverpool with results in one of the largest tertiary/quaternary paediatric vestibular units in the world by an internationally acclaimed paediatric vestibular specialist.

Thursday, September 24th, 2026
12:30 – 12:45

Sawsan Abu Zaid

Third Window disease

Third window disease occurs when there is a third pathological window in the bony labyrinth of the inner ear, that allows communication between the inner ear and the surrounding structures, this causes a group of auditory and vestibular symptoms; including sound or pressure induced vertigo or oscillopsia (Tullio phenomenon) and/or pulsutile tinnitus, hyperacusis or aural fullness. Pure Tone Audiometry shows air bone gap at low frequencies, these patients are diagnosed by specific findings in the cto-VEMPS, and by special views of the temporal bone CT scan. Superior Semicircular Canal Dehiscence is the most common form, but the are other less common forms; including posterior semicircular canal dehiscence, enlarged vestibular aqueduct, cochlear-carotid dehiscence or facial cochlear dehiscence , We will discuss this disease with some special cases diagnosed in our clinic

Thursday, September 24th, 2026
12:45 – 13:00

Malek Abu Safieh

Beyond the Labyrinth: Autonomic and Functional Non-Vestibular Dizziness in Pediatric Patients — A New Clinical Paradigm.

Background:Traditional pediatric dizziness evaluation focuses heavily on peripheral vestibular impairment. However, emerging evidence highlights autonomic dysregulation (e.g., POTS and orthostatic hypotension) and functional dizziness, particularly persistent postural- perceptual dizziness (PPPD), as high-prevalence and under-recognized non-vestibular etiologies in children and adolescents. These disorders often persist despite normal audiologic and vestibular testing, leading to misdiagnosis, prolonged disability, and excessive healthcare utilization.

Objective: To increase awareness of autonomic and functional non-vestibular dizziness in the pediatric population, define distinguishing clinical features, and present a practical triage pathway for improved assessment and referral within pediatric audiology and ENT services.

Methods: A narrative synthesis of current evidence and a structured clinical review of pediatric casesevaluated at Sidra medicine, a tertiary pediatric medical centre. Diagnostic markers examined included orthostatic vital responses, symptom triggers, visual-motion sensitivity, presence/absence of nystagmus, and associated psychological responses. A streamlined triage algorithm was developed emphasizing pattern recognition during patient history andbedside examination.

Results: The proposed pathway reliably differentiates peripheral vestibular dizziness from autonomic and PPPD-related dizziness using five core indicators: postural triggers, presyncope features, visual-motion intolerance, absence of oculomotor abnormalities, and symptom persistence despite normal vestibular function. Early identification directs timely medical and psychological intervention while minimizing unnecessary vestibular and imaging workups.

Conclusion: Autonomic and functional dizziness constitute a major proportion of pediatric dizziness cases. Audiologists and pediatric ENT clinicians are uniquely positioned as early detectors and care coordinators. Implementing an evidence-based pediatric dizziness triage model can significantly improve clinical accuracy, reduce diagnostic delays, and enhance quality of life for affected children.

Thursday, September 24th, 2026
14:00 – 14:30

Helen Cullington

VR training for children with CI

Hearing with two cochlear implants gives children access to the rich spatial cues that help locate sounds, follow conversations in noise, enjoy music, and engage confidently with the world around them. Yet many children still struggle to make full use of these cues. We worked with children and young people with bilateral cochlear implants, their families, teachers, clinicians, engineers, game developers, and therapists to co-design an innovative suite of virtual reality games. The result was BEARS (Both Ears): three immersive games that train spatial hearing through speech, music, and sound localisation activities delivered through virtual acoustics over headphones. We have now completed the largest cochlear implant rehabilitation trial ever conducted in UK children. All 16 paediatric cochlear implant centres took part, recruiting 255 children aged 8 to 16 years. Participants were randomised either to use the BEARS games at home for three months or to follow their usual care pathway. Alongside evaluating outcomes in spatial hearing, language, quality of life, and cost-effectiveness, we hope the study improved the UK's cochlear implant research landscape. For many clinicians this was their first experience of participating in a clinical trial, and a parallel programme of work explored how to improve diversity and inclusion in cochlear implant research. The project has also produced new virtual tools for assessing spatial hearing without the need for specialised speaker arrays, opening opportunities for more accessible and scalable – and even remote - assessment. Results will be released in early 2027. If the intervention proves effective, BEARS may become the first nationally implemented home-based VR rehabilitation programme for children with bilateral cochlear implants in the UK.

Thursday, September 24th, 2026
14:45 – 15:45

Panel Discussion: Cochlear Implant Dilemmas: Challenging Cases, Difficult Decisions.
Moderator: Mustafa Yousef
Panelists: Abdulrahman Ashour, Abdulrahman Hagr, Adel Abd El-Maksoud, Amr El-Hakeem, Mohammad El-Badry,

Cochlear implantation is a multidisciplinary journey, and not every patient follows the expected path. This interactive panel will explore challenging real-world cochlear implant cases involving difficult patient selection, surgical challenges, unexpected audiological outcomes, device and programming problems, and poor speech and language performance. Leading otolaryngologists, audiologists, and speech-language therapists will discuss these cases from complementary perspectives, highlighting the importance of systematic troubleshooting, critical decision-making, and effective teamwork.

Thursday, September 24th, 2026
15:45 – 16:00

Pauline karabetian

A Ministry of Health–Led Initiative to Expand Equitable Access to Cochlear Implantation

Many of pregnant women suffer from dizziness during pregnancy ; for this reason , the research has started in aim of identification whether the cause of this dizziness is that vestibular system is impaired or not. For implement this research, a sample includes two groups (pregnant and non- pregnant)from the universal obstetrics hospital in Damascus in 2024 year has been gathered. This sample includes 70 women ; 40 pregnant and 30 non-pregnant. And for raising in outcomes which serve for aim of this research, questionnaire tool about audiological , neurological , otological , vestibular and body symptoms has been implemented, and for detection of vestibular system function, 4 tests have been used, these are Gaze, HIT, Romberg, Fukuda.

The most important results :

. there are no significant differences between both two groups (pregnant and non-pregnant) on performance of vestibular tests .

. there are no significant differences between two groups for most of questionnaire except some of them .

· dizziness during pregnancy is episodic event, not real dizziness which its cause is impairment in the vestibular system .

Recommendations :

. another studies at pregnant women for comprehension the real cause of this dizziness

. review of clinician when feeling by severe symptoms

key words :Pregnancy, Vestibular system, Dizziness during pregnancy

Thursday, September 24th, 2026
17:00 – 18:30

Patrizia Mancini

Fitting cochlear implants: Interphase gap and triphasic stimulation

Subjective responsiveness to electrical stimulation is a combination of cochlear nerve (CN) neuronal survival (cochlear health), central auditory pathways response to loudness perception and CI type specific parameter of stimulation. Clinical CI processors mostly use high-rate charge-balanced symmetric biphasic (BP) pulses. Also, triphasic (TP) stimulation has been developed, with a central active phase which is both preceded and followed by a charge-recovery opposite phase. Both stimulations, although being much less efficient if compared to monophasic ones, avoid adverse impact on the survival rate of spiral ganglion cells. The injection of current given by the active phase is counteracted by a phase of opposite polarity, to the price of increased MCL levels and battery consumption (Xu et al., 1997). To reduce stimulation threshold, a delay before the recovery of charge by the second phase might be introduced. The duration of the current portion which lies between cathodic/anodic pulses is called Interphase Gap (IPG). In BP stimulation, Increased IPG reduces MCL levels, globally reducing the EDR. Different devices use different IPGs, and two systems allow for its use in clinical practice to improve fitting in selected cases, such as patients with facial nerve stimulation or poor neural survival. The present paper summarizes the main role of IPG in current research in cochlear health assessment, its role in MCL level and its use alone or in combination with triphasic stimulation in CI fitting.

Friday, September 25th, 2026
8:30 – 8:45

Boris Ricking

Auracast the new Bluetooth-based technology for hearing aids
Auracast is a new Bluetooth technology that enables audio to be broadcast from a single transmitter to an unlimited number of compatible receivers, including hearing aids, cochlear implants, headphones and other devices. The presentation covers the basic principles of Auracast, the role of Auracast Assistants and the different ways users can find and access broadcasts. A particular focus is placed on the potential of Auracast for accessibility and inclusion. Current and future applications in public spaces, such as airports and public transport, demonstrate how Auracast could provide people with hearing loss with direct and independent access to public audio information. The presentation also addresses the opportunity to establish Auracast as a widely available international standard for accessible hearing, learning from the limitations of previous solutions such as the telecoil and emphasizing the importance of implementation, awareness and international adoption.

Friday, September 25th, 2026
8:45 – 9:00

Moayad Zalloom

Starkey Symposium: Generative Ai usage in hearing aids . What is its benefit for your patient ?
Artificial intelligence has been integrated into hearing technology for several years, supporting functions such as environmental classification, speech enhancement, noise management, and health-related features. The emergence of Generative Artificial Intelligence (GenAI) represents a new stage in this evolution, creating opportunities for hearing aids to become more adaptive, personalized, and responsive to the individual needs of the wearer.
This symposium explores how Starkey is applying Generative AI within hearing technology and examines its potential to transform both the hearing-aid experience and hearing-care delivery. GenAI introduces new possibilities for understanding complex listening situations, interpreting user intent, and generating personalized hearing solutions based on the wearer's environment and preferences. Participants will leave with a clearer understanding of what Generative AI means in the context of hearing aids, how it differs from previous applications of AI, and how this rapidly developing technology may shape the future of hearing care.

Friday, September 25th, 2026
9:00 – 9:15

Jakob Stephan Baschab

An international perspective on Remote Fitting of Hearing Aids.
In 2020, a proposal was submitted to the International Organisation for Standardisation (ISO) to develop a standard entitled „Tele-services as part of hearing aid fitting management". This was unanimously ratified in 2023, following collaboration from over 25 countries. Telemedicine services in the field of hearing care have recently become one of the most important issues across national borders, placing high demands on the quality of these services. Although self- fitting of hearing aids is successful in some cases, other customers still require professional support to optimise their hearing aid fitting. However, for the proper provision of telemedicine services, the entire process is of crucial importance – not only for manufacturers, hearing care professionals and service providers, but also for hearing aid users in remote locations. This presentation aims to outline the content of the International Standard, the international principles on which it is based, and the advantages and disadvantages associated with the remote fitting of hearing aids.

Friday, September 25th, 2026
9:45 – 10:15

Helen Cullington

Keynote How Technology is changing CI care

Cochlear implant (CI) care is entering a new era, driven by rapid advances in technology that are transforming access, outcomes, patient experience, and lifelong hearing management. Remote programming, monitoring, cloud-based data sharing, and virtual consultations are shifting care from episodic clinic visits to continuous, patient-centred care pathways – improving access and reducing burden on patients and families. Over 6 billion people—three quarters of humanity—are now connected online, with around 22 billion connected devices. The question is no longer whether care can be delivered remotely, but how we best use this connectivity. At the same time, advances in implantation and device design, including robot-assisted surgery, steroid-eluting electrodes, and totally implantable devices, are improving precision, reducing trauma, and expanding candidacy. Anatomy-based fitting, big data, smart implants, and artificial intelligence are enabling faster, more personalised optimisation of hearing performance. Virtual acoustics, virtual reality, and gene therapy offer further opportunities for innovation. People with cochlear implants can now do things that people with normal hearing cannot do - such as stream smartphone translation or navigation directions directly to their implant. Where does this leave the cochlear implant clinician? Are clinicians embracing the new technology, or are they reluctant to change? Are patients happy, and are they achieving the best experience and outcomes? This presentation will explore how these technological developments are redefining the CI journey—from improving access and awareness to enhancing outcomes and supporting sustainable, lifelong care. Drawing on emerging evidence and practical examples, it will highlight opportunities and challenges in integrating these innovations into routine clinical practice, with a focus on scalable and equitable models of care.

Friday, September 25th, 2026
10:45 – 11:15

Soumit Dasgupta

Keynote : vestibular compensation

The central vestibular integration process is highly plastic and redundant. This inherently implies that following a peripheral vestibular weakness, this robust plasticity compensates for this weakness to restore balance. However, the damage is permanent and chances of decompensation due to myriad factors is a distinct probability with a significant impact on life. This lecture looks into the assessment and management of vestibular decompensation in the background of the physiology of compensation and the likely aftermath of a vestibular damage.

Friday, September 25th, 2026
11:15 – 11:30

Mohammad Al Masri

Effect of Fixed Gaze on Deep Neck Flexor Endurance and Its Associations with Cervical Strength, Neck Disability, and Attention in University Students

Background

The deep neck flexor (DNF) muscles contribute to cervical posture and segmental stability via sustained, low-intensity contractions. Visual fixation may modulate neuromuscular control and attentional focus. This study investigated whether a fixed-gaze task influences DNF endurance and examined associations with cervical strength, neck disability, and attention span in university students.

Methods

Forty-six healthy students were randomly allocated to two equal groups. Group A performed the Deep Neck Flexor Endurance Test (DNFET) with gaze stabilization, while Group B performed the DNFET without gaze control. Outcomes included the Neck Disability Index (NDI), Craniocervical Flexion Test (CCFT), DNFET, and the Attention Control Scale – Short Form (ACS-SF).

Results

Group A demonstrated a longer mean endurance time (38.21 ± 21.42 s) than Group B; cervical strength did not differ between groups ($p = .547$). Participants in Group A reported lower NDI scores (19.32 ± 9.70 vs. 23.69 ± 4.52; $p = .03$) and higher attention scores (25.46 ± 5.99 vs. 17.39 ± 12.61; $p = .004$).

Conclusion

Fixed-gaze training appears to enhance DNF endurance and attentional performance in healthy young adults, suggesting beneficial neuromuscular–cognitive interactions. Mild neck disability observed in physical therapy students may indicate early risk for cervical discomfort.

Friday, September 25th, 2026
11:30 – 11:45

Reham Rafei El-Shafei

The Next Vestibular Frontier: Integrating AI for Precision Vestibular Rehabilitation Therapy

· Background: Vestibular Rehabilitation Therapy (VRT) is a cornerstone of treating dizziness and balance disorders. However, traditional VRT faces challenges in personalization, objective progress monitoring, and patient adherence. The "one-size-fits-all" home exercise program often leads to suboptimal outcomes and patient frustration.

· Objective: This presentation will explore the integration of novel Artificial Intelligence (AI) modalities into VRT to overcome these limitations. We will demonstrate how AI can transform VRT from a standardized protocol into a dynamic, data-driven, and personalized therapeutic experience.

Key Words:
Vestibular Rehabilitation Therapy, Artificial Intelligence, Digital Therapeutics, Dizziness, Balance Disorders, Personalized Medicine.

Friday, September 25th, 2026
11:45 – 12:15

Soumit Dasgupta

Keynote: Latest advances in paediatric vestibular medicine

Children may not be able to describe a perception of dizziness. Therefore, evaluating dizziness in children with its multiple causative factors is not easy and can be best described as an art of diagnosis. Experience, knowledge and a keen clinical eye in addition to a solid grounding in general paediatrics and neurology are required to come to a diagnosis and then formulate management options. Balance problems generate a significant morbidity in children often undiagnosed due to a lack of awareness. Assessment, diagnosis and management of vestibular disorders have gone through revolutionary discoveries over the last 10 years. Unfortunately, vestibular training hardly features in standard ENT or paediatric residence programmes or otherwise. This lecture looks into these advances over the last few years in terms of anatomy, physiology, genetics, the art of history taking, vestibular tests, imaging and the management of paediatric vestibular system and its disorders. The lecture will be replete with the author's own experience. He is an internationally acclaimed paediatric vestibular physician who runs a unique and dedicated tertiary/quaternary paediatric balance units in the world.

Friday, September 25th, 2026
12:15 – 12:30

Faten Obeidat

Examining the effect of using vitamins D 3 K 2 in reducing BPPV recurrence rate following successful repositioning manoeuvre

Background: Benign paroxysmal positional vertigo (BPPV) is characterized by a high rate of recurrence despite effective canalith repositioning maneuvers (CRM), with reported relapse rates of up to 20–50% within one year. Vitamin D deficiency has been associated with otoconia instability; however, the potential contribution of vitamin K_2 to calcium regulation in BPPV has not been evaluated.

Objective: To assess whether combined vitamin D_3 and vitamin K_2 supplementation is associated with reduced one-year recurrence of BPPV following successful CRM.

Methods: This prospective cohort study included 212 adults (18–90 years) presenting with a first episode of BPPV confirmed by Dix–Hallpike and/or supine head-roll testing. All patients underwent appropriate CRM and received combined vitamin D_3 and vitamin K_2 supplementation. Participants with normal renal and hepatic function were followed for 12 months at a tertiary otolaryngology center in Amman, Jordan.

Results: Females constituted 65.1% of the cohort. Unilateral involvement was observed in 96.7% of cases, with posterior canalithiasis being the predominant subtype. During the 12-month follow-up, BPPV recurred in 7.5% of patients. Among recurrent cases, posterior canal cupulolithiasis accounted for 50% of recurrences.

Conclusions: In this prospective cohort, combined vitamin D_3 and vitamin K_2 supplementation was associated with a low one-year recurrence rate of BPPV following CRM. These findings support the hypothesis that optimized calcium handling may contribute to otoconia stability. Controlled randomized studies are warranted to determine the independent and additive effects of vitamin K_2 in BPPV recurrence prevention.

Keywords:Benign paroxysmal positional vertigo; Vitamin D_3; Vitamin K_2; Recurrence; Canalith repositioning maneuver

Friday, September 25th, 2026
15:00 – 15:15

Mohamed Moustafa Abdeltawwab

Updates of cochlear implantation and artificial intelligence: Why and How?

The cochlear implant is a surgically placed device that converts sound to an electrical signal. This electrical signal is transmitted via electrodes to the spiral ganglion cells in the cochlear modiolus. Artificial intelligence is a field of computer science focused on building machines that can perform tasks requiring human-like intelligence, such as Learning, Reasoning, and Problem-solving. In audiology, Artificial intelligence applications range from enhancing the accuracy of hearing assessment, automating hearing aid and cochlear implant fitting and optimization of auditory rehabilitation processes. Artificial intelligence was used to predict adult CI appropriate indication using demographic data and standard behavioral audiometry. ML techniques were also used in order to predict the preservation of residual acoustic hearing in patients receiving CIs, enhancing shared clinical decision making and patient outcomes. AI has been used to enhance autonomous CI fitting. This raise the questions of why and how to use AI in the cochlear implantation field.

Friday, September 25th, 2026
16:15-17:15

Hisham Rasen Nemer Awad

Comparative Fitting Approaches Using DSL Adult, NAL-NL2 and DSL Pediatric

With more than 11 years of clinical experience in adult and pediatric hearing-aid fitting, I currently serve as the Audiology Educational Manager at Hassan's Hearing Care, Kuwait. My professional work focuses on advanced hearing-aid fitting strategies, verification practices and audiology education. I have extensive experience working with major manufacturers including Phonak, Oticon, Starkey, BHM, and Oticon Medical CI's. In addition to training newly joined audiologists, I regularly deliver professional lectures and have been a speaker in manufacturer-based hub trainings (Phonak / Starkey) and at the 47th Kuwait ENT Conference. In this presentation, I will compare prescriptive targets: DSL Adult, NAL-NL2 and DSL Pediatric using Audioscan Verifit 2 across various audiological profiles including sensorineural (SNHL), conductive (CHL) and mixed hearing loss (MHL) audiograms. For pediatric cases, I will provide a focused comparison between NAL-NL2 and DSL Pediatric to highlight the clinical implications of each approach. Real cases from my practice will be shared to demonstrate practical outcomes, fitting decisions and counseling considerations.
This session is designed for audiologists involved in hearing-aid fitting who seek to enhance
their understanding of prescriptive differences and their impact on verification results and patient outcomes.

Saturday, September 26th, 2026
9:00 – 9:15

Lamya Adel Arhoma

Noise-Induced Hearing Loss Among Medical Students at the University of Benghazi: A Cross-Sectional Study

Noise induced hearing loss (NIHL) is considered the "silent burden" of hearing loss. The widespread use of personal listening devices (PLDs) among young adolescents, makes them vulnerable to leisure noise induced auditory damage due to unsafe listening practices.This study aimed to assess the prevalence of noise exposure, risk factors and awareness of NIHL among medical students. A cross-sectional study was conducted among medical students at the University of Benghazi in 2024. Data were collected through an online questionnaire to assess students awareness of NIHL and study their listening attitudes.

Among the 523 responses, (89.9%) of students were females, with (52.6%) enrolled in Faculty of Medicine. (77.6%) reported experiencing at least one symptom of hearing impairment following PLD use: ear pain (41.5%), tinnitus (37.9%), and difficulty understanding speech in noisy environments (36.7%).

Notably, a significant correlation was found between the duration of PLD use and self reported hearing difficulty ($p = 0.02$), as well as between earphone use and frequently asking others to repeat themselves ($p = 0.031$). Despite 95.4% acknowledging the risks of prolonged PLD use, awareness of NIHL remained low (52.8%). However, (92.2%) of students expressed willingness to modify their listening habits, with social media as the preferred platform for NIHL information. These findings highlight a significant association between hearing difficulty and PLD use, underlining the urgent need for awareness campaigns on NIHL prevention among medical students. Future research should explore effective intervention strategies to promote behavioral change and assess the impact of PLD use on hearing health.

Saturday, September 26th, 2026
9:15 – 9:30

Anaam Alkharabsheh

Personal Listening device (PLD) usage among University Students and their Audiometric Profile during the Shift to Online Learning Post COVID-19

As the online learning increases post COVID-19 and in corresponding to the rise in the personal listening devices use, the present study aims to describe personal listening device (PLD) usage and auditory profile among a nationally sample of university students in Jordan and examine audiometric outcomes among them. The relationship between the usage of personal listening devices and hearing acuity will be examined. The relation between hours of personal listening devices use, volume levels, and self-report measures will additionally be explored. A total of 65 students from the University of Jordan were recruited. A full audiological tests battery including; routine puretone audiometry, extended high-frequency audiometry, and distortion product otoacoustic emissions, was conducted. Also, students were asked to fill the Arabic version of Tinnitus Handicap Inventory (THI) questionnaire and Hyperacusis Questionnaire (HQ). The use of personal listening devices does not seem to be related to the hearing threshold in the standard frequency range of 0.25-8 kHz for the majority of participants in this study. Using high-frequency audiometry, current results indicated a significant association between the usage of personal listening device and hearing thresholds at 18 and 20 kHz. While the distortion product otoacoustic emissions results showed that the signal to noise ratio (SNR) was affected (SNR<6 dB) in only 20% of the students.

With online learning becoming widely accepted as a standard educational approach post COVID-19, there is an anticipated surge in the usage of personal listening devices. Understanding the potential impact of this transition on the auditory well-being of students is crucial for ensuring their overall health and academic success. The use of personal listening devices for online learning might introduce potential risks to hearing and could align with the unsafe listening practices observed among young adults.

Saturday, September 26th, 2026
9:30 – 10:00

Patrizia Mancini

Keynote Role of cognitive variables in speech perception in noise in Cochlear Implant users

Cognitive functions are an umbrella term that encompasses all mental activities related to information processing. These mental activities are used to acquire, store, and use knowledge, and provide basic skills for thinking and learning. Executive Functions (EF) are a subset of cognitive processes, responsible for managing and controlling goal-oriented behavior, such as speech perception and understanding. Auditory experiences are fundamental for EF development, while auditory deprivation may alter them. Research on the association between Speech in Noise (SIN) and cognitive performance has a long tradition (van Rooij & Plomp, 1990; Pichora-Fuller, 1995) and interest has been growing in the past 20 years leading to a field that has been named "cognitive hearing sciences" (Arlinger, 2009; Ronnberg, 2010). Despite evidence of association, the results are sometimes contradictory, direction of correlation is not clear as sources of variability are many: type/degree of hearing, age at hearing loss and hearing remediation, type of SIN test, and type of competing noise. According to the Ease of Language Understanding (ELU) model (Rönnberg et al., 2013), adults with higher cognitive skills compensate in difficult listening situations with distorted or missing information because they can use their memory and linguistic skills to fill-in-the-gap. The present paper summarizes the role of main EF associated with speech perception in noise in subjects with CI, reporting novel outcomes in a group of young adult CI users.

Saturday, September 26th, 2026
10:00 – 10:30

Hesham Kozou

Beyond The Cochlea: The Hearing Aid As A Vestibular-Cognitive Prosthesis

The lecture challenges the traditional cochlea-centric view of hearing aids and argues that two patients with identical audiograms can differ markedly in cognitive and balance outcomes because hearing, balance, and cognition are interconnected. It introduces Cognitive Audiovestibulogy as an integrative framework and reviews recent evidence: hearing aid use is associated with a 19% reduction in long-term cognitive decline, the ACHIEVE trial showed a 48% slowing of cognitive decline in higher-risk older adults, and hearing loss is linked to 51% greater cross-sectional odds and 17% greater longitudinal risk of falls. Mechanistic findings suggest vestibular loss can contribute to hippocampal atrophy and spatial memory impairment through neuroinflammation and disrupted theta rhythms, while dual-task studies show that listening effort competes with postural control for shared cognitive resources. Clinically, this supports risk-stratified hearing aid fitting that reduces cognitive load, preserves spatial cues, and uses integrated assessment of speech-in-noise, vestibular function, cognition, and dual-task gait. The conclusion is that the hearing aid should be reconceived not merely as a cochlear device but as a vestibular-cognitive prosthesis and brain-body interface that may help mitigate fall and dementia risk.

Saturday, September 26th, 2026
10:30 – 10:45

Takwa Gabr

Hormonal Modulation of Auditory Function

The auditory system, both peripheral and central, is sensitive to fluctuations in various hormones, specially the sex hormones. Some hormones have neuroprotective and stimulatory role like Estrogen which act has safeguarding effect that facilitate auditory nerve signal transmission. Conversely, other hormones like progesterone which has a neuroinhibitory hormone that may modulate or counteract estrogen's effects. The hormonal effect is not limited to sex hormones where other hormones play a critical role in modifying the auditory function like thyroid hormones, aldosterone, and Growth Hormone (hGH), which influence auditory physiology, affecting everything from cochlear blood circulation and fluid homeostasis to the development of auditory structures. Disruptions in hormonal balance may lead to temporary or permanent changes in hearing function. This presentation will discuss the role of different hormones on the auditory function that extend to affect performance and outcome of the hearing prosthesis like cochlear implant.

Saturday, September 26th, 2026
11:30 – 12:00

Abir Algendy and Dalia Hassan

Hearing solutions in atypical case scenarios

Audiologic management involves the process of identifying, diagnosing hearing loss, implementing different amplification devices and customizing fitting to HI subjects, to aid the patient's hearing abilities and personal needs. Reverse slope, cookie bite audiogram, single sided deafness, Auditory Neuropathy Spectrum Disorder and microtia represent atypical challenging cases when hearing aid fitting decision is made. Personalized approach to meet the individual listening needs and preferences include specific hearing aid features, bone conduction hearing devices, middle ear implants and remote microphones. When, what and how to apply & verify these solutions represent the core of this instruction course. Further details will be highlighted in the presentations

Saturday, September 26th, 2026
12:15 – 12:30

Samer Mohsen

Counselling, Sound Therapy, and Positive Support in the Management of Chronic Tinnitus

Chronic tinnitus is a prevalent auditory condition that significantly affects daily activities and quality of life for millions of individuals worldwide. Despite the wide range of available treatment approaches, no current intervention is capable of eliminating tinnitus perception completely.

Effective management of chronic tinnitus requires a multidimensional and patient-centered approach rather than a single therapeutic modality. Three key components play a central role in contemporary tinnitus care:

1. **Counseling** is a cornerstone of tinnitus management. It aims to educate patients about tinnitus mechanisms, correct maladaptive beliefs, reduce fear and uncertainty, and enhance coping strategies. By improving the patient's understanding of tinnitus and its interaction with attention, emotion, and stress, counseling can significantly reduce tinnitus-related distress.
2. **Sound therapy** is widely used to decrease the contrast between tinnitus perception and silence and supports the auditory system's habituation processes. Individualizing sound therapy based on tinnitus characteristics and patient preferences enhances its effectiveness and long-term acceptance.
3. **Ongoing encouragement and accessibility to professional support** are essential, particularly during the early and adaptation phases of treatment. Continuous follow-up helps maintain patient motivation, improves adherence to sound therapy, and provides emotional reassurance. Clinical experience suggests that patients who feel supported and well-informed are more likely to adapt successfully to tinnitus.

Addressing both the auditory and psychological dimensions of tinnitus allows patients to achieve better habituation, reduced distress, and improved quality of life. Any additional cognitive and emotional support provided by clinicians can make a meaningful difference in the patient's ability to live successfully with tinnitus.

Saturday, September 26th, 2026
12:30 – 12:45

Adnan M. Shehabi

Age-Dependent Vulnerability to Cumulative Occupational Noise Exposure: Evidence from Standard and Extended High-Frequency Audiometry

Background: Noise-induced (NIHL) and age-related (ARHL) hearing loss share convergent cochlear pathologies, yet population-level evidence on their interaction remains limited, particularly in under-regulated occupational contexts. This study examined how lifetime noise exposure interacts with ageing to affect standard and extended high-frequency audiometric thresholds in Palestinian workers.

Methods: A pre-registered protocol (Open Science Framework; https://osf.io/v2c9z) guided recruitment and analysis. Ninety-eight adults aged 18–75 from high- and low-noise industries across the Palestinian Territories completed standard (0.25–8 kHz) and extended high-frequency (10–14 kHz) audiometry, and Arabic diotic and antiphasic digits-in-noise (DIN) testing. Lifetime noise exposure was quantified using an Arabic version of the Noise Exposure Structured Interview (NESI). Multiple linear regression models assessed age, noise, and their interaction, controlling for sex and education, with Bonferroni–Holm correction for multiple comparisons.

Results: An age × noise interaction for standard pure-tone averages (PTA) showed a trend toward poorer thresholds ($\beta = 0.23$ dB, 95% CI 0.03–0.42, $p = 0.02$), which did not survive correction for multiple comparisons. Exploratory analyses indicated that noise exposure predicted higher PTA thresholds in older adults (≥44 years) but not in younger participants (<44 years; $\beta = 8.1$ dB per ten-fold lifetime noise increase, 95% CI 2.5–13.6, $p = 0.005$). Significant exploratory main effects of age were found for EHF and both diotic and antiphasic DIN thresholds ($p < 0.0001$), without age × noise interaction effects.

Conclusion: Findings suggest an age-dependent vulnerability to cumulative occupational noise exposure, reflecting additive cochlear injury manifesting with age. Worse extended high-frequency hearing thresholds were primarily associated with ageing rather than age × noise interaction. Clinically, these findings highlight the need for early screening and hearing conservation among midlife noise-exposed workers. Public health efforts should prioritise occupational noise regulation, surveillance, and education in developing nations to reduce the risk of preventable hearing loss.

Saturday, September 26th, 2026
12:45 – 13:00

Alia Al Saeh

Jordanian Regulations for Continuous Medical Education and Professional Licensure in Audiology and Speech-Language Pathology

Continuous Medical Education (CME) is a core requirement for maintaining professional competence and ensuring safe, effective healthcare practice. In Jordan, the regulation of CME and professional licensure for audiology and speech-language pathology is guided by national laws and directives issued by relevant regulatory and professional authorities. These regulations aim to protect patient safety, standardize clinical practice, and promote lifelong professional development in line with international healthcare standards. To obtain an initial professional license, audiologists and speech-language pathologists in Jordan must hold an accredited academic qualification, complete required clinical training, and register with the competent regulatory bodies. License renewal is linked to fulfillment of CME requirements, which are intended to ensure continuous updating of clinical knowledge, diagnostic skills, therapeutic techniques, and ethical practice. Accepted CME activities typically include accredited courses, workshops, scientific conferences, academic teaching, research participation, and other structured professional development programs.

The Jordanian regulatory framework emphasizes evidence-based practice, quality assurance, and professional accountability. By mandating CME, the system seeks to ensure that practitioners remain current with advancements in audiological assessment, rehabilitation technologies, speech and language intervention approaches, and interdisciplinary healthcare practices. Nevertheless, challenges persist, including limited availability of specialty-specific CME programs, variability in accreditation standards, and unequal access to professional development opportunities across regions. Enhancing CME governance through clearer competency-based criteria, stronger accreditation mechanisms, and collaboration with universities and professional associations is essential. Overall, Jordanian regulations for CME and professional licensure in audiology and speech-language pathology provide an important foundation for professional quality and patient safety, while continued regulatory development is needed to align more closely with global best practices in allied health professions.

Saturday, September 26th, 2026
14:00 – 14:15

Samah ibrahim

When Vertigo just won't let go: PPPD

Persistent Postural-Perceptual Dizziness (PPPD) is a chronic vestibular disorder characterized by persistent dizziness, unsteadiness, or non-spinning vertigo that is present on most days for three months or longer. Symptoms are typically exacerbated by upright posture, active or passive movement, and exposure to complex or moving visual environments. PPPD may develop following an acute or episodic vestibular event, including benign paroxysmal positional vertigo (BPPV), vestibular neuritis, or other conditions affecting balance, and may coexist with migraine, anxiety, and depression. Diagnosis is primarily clinical and relies on a detailed patient history and fulfillment of established diagnostic criteria. Physical, neurological, and vestibular investigations may be unremarkable and are particularly important for identifying coexisting conditions and excluding alternative diagnoses. PPPD can significantly interfere with daily activities, mobility, driving, and overall quality of life. Management requires an individualized and multidisciplinary approach. Vestibular rehabilitation aims to improve balance, reduce sensitivity to motion and visual stimuli, and restore confidence in movement, while cognitive-behavioral therapy may help address maladaptive responses and the interaction between anxiety and balance control. Pharmacological management may also have a role in selected patients. Early recognition, appropriate patient education, and coordinated care are essential to improving functional recovery and quality of life. **Keywords:** Persistent Postural-Perceptual Dizziness (PPPD), chronic dizziness, vestibular disorders, vestibular rehabilitation, visual dependence, cognitive-behavioral therapy.

Saturday, September 26th, 2026
14:15 – 14:30

Adel Azar

Validation and cross-cultural adaptation of the Arabic version of the Ear Outcome Survey-16 (EOS-16)

The Ear Outcome Survey-16 (EOS-16) has been validated according to the health-related quality of life (HRQol) survey guidelines. It has important compatible aspects in evaluating patients with chronic otitis media (COM) suitable for consultation. This study aimed to develop and standardize the Arabic version of the EOS-16 to be used by clinicians in the Arab world while maintaining the conceptual equivalence. A prospective cross-sectional study was conducted in Damascus between July 2023 and November 2023 to develop an Arabic version of the EOS-16. The translation was produced according to the cross-cultural adaptation guidelines. Both experts' and participants' opinions as regards face validity were obtained in this study. Internal consistency was evaluated by the Cronbach alpha coefficient. Test–retest reliability was assessed using the intraclass correlation coefficient (ICC) and Pearson correlation. A total of 81 patients enrolled in the study, with an average age of 34.75 years and a standard deviation of 11.84 years with a sex ratio of 0.62 for females. All had inactive mucosal COM (dry perforation). The overall score of the EOS-16 survey was 31.72 with a standard deviation of 13.42 suggesting bothering and influencing symptoms in COM patient's daily life. Excellent internal consistency was noted (Cronbach α = .89). Robust correlation was found between test–retest overall scores (r = .90). Reallocation of the items of the EOS-16 improved the internal consistency of the subdivisions in COM patients. The Arabic version of the EOS-16 is a simple, clear, reliable, reproducible, and valid HRQoL survey. It is a useful and important instrument that helps physicians in making decisions regarding the patient's treatment and follow-up.

Keywords Arabic, chronic otitis media (COM), health-related quality of life (HRQol), otology, translation, validation.

Saturday, September 26th, 2026
14:30 – 14:45

Hana' Al-Mohammad

Awareness and Clinical Practice of Auditory Processing Disorder (APD) Among Jordanian Audiologists and Speech-Language Pathologists

Background: Despite the significantly growing global recognition of Auditory processing disorder (APD) as an independent condition, it is understudied in Jordan and the Arab region, with limited data on professional awareness and service provision. This study investigated APD knowledge, practices, and gaps among audiologists (AUDs) and speech language pathologists (SLPs) to improve both the assessment and management. Methods: A cross-sectional survey using a validated Arabic questionnaire adapted from prior studies. Participants: 212 licensed AUDs (n=98) and SLPs (n=114) in Jordan. Demographics, self-rated and derived awareness (via Weighted Awareness Index, WAI), as well as practices in screening, diagnosis, and management were assessed. Data were analyzed descriptively and with chi-square tests, quantile regression, and non-parametric tests (Mann-Whitney U test to compare awareness levels between AUDs and SLPs and Kruskal-Wallis test to evaluate differences across years of experience and levels of education). Results: AUDs showed higher WAI scores than SLPs, with profession and education as key predictors. Uncertainty was prevalent, with only 12.3% of participants reported offering screening services for APD and 6.6% diagnostic services, using basic tests like PTA and ABR. Management was minimal (3.3%), while comorbidity recognition varied, with stronger awareness of speech delays and ADHD but weaker for autism spectrum disorder (ASD) and apraxia. Conclusions: APD services in Jordan are underdeveloped, with awareness gaps wider among SLPs. Findings highlight the need for formal training, multidisciplinary diagnostic protocols, integrating APD modules in academic curricula, and regional benchmarking to enhance care in low-resource settings.

Saturday, September 26th, 2026
14:45 – 15:00

Laila Qanawati and Rama Alasir

Knowledge and Perceptions of Pediatric Hearing Loss Among University Students in Jordan

Introduction: Early identification of pediatric hearing loss is vital to reducing long-term developmental consequences, yet awareness among future healthcare professionals remains limited in many low- and middle-income countries. Objective: This study examined the knowledge and perceptions of university students in Jordan regarding pediatric hearing loss. Methods: A cross-sectional study using questionnaire evaluated students' awareness of common causes and risk factors for hearing loss in children, perceptions of early intervention, and self reported confidence in identifying and referring potential cases. Awareness and perception items were grouped into two categories and misconception rates were calculated as the proportion selecting Agree or Strongly Agree for incorrect statements. Chi-square tests were conducted to examine associations between participant demographics and response patterns, with statistical significance set at $p < 0.05$. Results: A total of 411 students participated (response rate: 84.4%). Most were aged 18–25 (81%) and female (53%), with 65% in medical sciences. Misconceptions were more common in awareness items (mean 30.4%), with the highest rate observed for the belief that neonatal meningitis or seizures do not cause hearing loss (44%). Perception items showed lower misconception rates (mean 13.4%), with the highest being that parental suspicion should not influence clinical opinion (26%). Chi-square analysis revealed that higher awareness was significantly associated with year of study ($p < 0.001$), major ($p < 0.001$), and family history ($p < 0.05$). Conclusion: Despite positive attitudes, students showed limited clinical knowledge. Strengthening audiology education in health science university programs may improve early detection and intervention outcomes in Jordan. Keywords: pediatric hearing loss, university students, Jordan, awareness, audiology education, early detection.

Posters Abstracts

DAY 1 - THURSDAY, SEPTEMBER 24 2026

Poster 1

Telda Mahmoud Al Khateeb

Assessment of Occupational Noise-related Tinnitus Among Dentistry Students in Jordan

Tinnitus is a prevalent auditory condition strongly associated with prolonged exposure to noise, presenting a major risk among dentists and dentistry students due to the frequent exposure to occupational noise from dental tools. This study aimed to assess the prevalence and severity of occupational noise-induced tinnitus among dentistry students at the University of Jordan, and to investigate the relationship between the academic level, clinical noise exposure, and tinnitus symptoms. A cross-sectional design was employed; the collected sample included 86 participants categorized into three groups: first-year, fifth-year, and master's students. Data was collected using a demographic questionnaire and the Tinnitus Functional Index (TFI). The overall tinnitus prevalence was 54.47%, with the highest incidence among master's students at 72.41%. Chronic tinnitus (≥3 months), with a prevalence of was 24.22%, was notably more prevalent in higher academic years. Chi-squared and correlation analyses revealed a statistically significant relationship between the academic level and the prevalence of chronic tinnitus ($^{2} = 7.555$, df=2, p = 0.023). Nonetheless, the severity of tinnitus showed no statistically significant variation between the three groups (Kruskal-Wallis statistic = 3.9, p = 0.142), indicating potential habituation or individual perceptual differences. This study reveals that tinnitus becomes more prevalent among dentistry students as they progress in their academic levels, potentially due to the increased exposure to clinical noise. Despite the lack of significant variation in severity levels, the findings underscore the necessity for greater awareness, further investigation, and the development of safer educational environments to protect students' auditory health. Keywords: Dentistry Students; Noise Exposure; Occupational Noise; Prevalence; Severity; Tinnitus.

Poster 2

Maryam Jamil Ezzat AL-Noubani

Hearing Loss and Dementia: A Narrative Review with Emerging Evidence on the Protective Role of Hearing Aids

Hearing loss is a major modifiable risk factor for cognitive decline and dementia. Evidence reveals that reduced auditory input plays a significant role in brain atrophy, increased cognitive load, as well as social isolation, all of which may contribute to neurodegeneration. This narrative review provides a concise overview of what current evidence shows about the relationship between hearing loss and dementia and highlights new insights into whether hearing aids might help slow cognitive decline. A narrative review approach is utilized to examine major cohort studies, randomized trials, and population-based research exploring the mechanisms linking hearing loss to cognitive decline, along with emerging evidence on the potential protective role of hearing aids. Longitudinal evidence consistently indicates that there is a link between hearing loss and the increasing likelihood of cognitive impairment and dementia. Several pathways have been proposed, which include neural deafferentation, structural changes in the brain, increased cognitive effort, and reduced social interaction. Nevertheless, the evidence keeps emerging, and additional research is needed to confirm these effects. This work contributes to the growing understanding of how hearing care may influence cognitive health.
Keywords: Cognitive decline; Cognitive load; Dementia; Hearing aids; Hearing loss; Neurodegeneration.

Poster 3

Amal Abu Kteish

Occupational Noise across the Lifespan: Main and Interactive Effects of Noise Exposure and Ageing on Speech-in-Noise Performance and Tinnitus in Palestinian Workers

Background

Occupational noise exposure remains a largely unaddressed public health hazard in the MENA region, where hearing protection use, regulatory enforcement, and routine hearing screening are often limited. In Palestine, inadequate occupational hearing conservation and delayed detection contribute to preventable communication difficulties and reduced quality of life as workers age. From a public health perspective, speech-in-noise (SPiN) performance and tinnitus prevalence may provide complementary indicators of hearing-related disability beyond pure-tone audiometry. This study examined the main and interactive effects of age and lifetime occupational noise exposure on SPiN performance and tinnitus prevalence in Palestinian workers.

Methods

Using a pre-registered protocol (Open Science Framework: https://osf.io/v2c9z), 98 Palestinian workers (81 males) from diverse occupational settings completed Arabic diotic and antiphasic digits-in-noise (DIN) testing and a structured tinnitus questionnaire. Participants with a history of ototoxic medication exposure, head or neck trauma, diagnosed inner ear pathologies, or active outer or middle ear conditions were excluded. Lifetime occupational noise exposure was estimated using an Arabic version of the Noise Exposure Structured Interview (NESI). Multiple linear regression models examined main and interaction effects of age and noise exposure on DIN thresholds, while logistic regression assessed predictors of tinnitus prevalence. All models adjusted for sex and education, with correction for multiple comparisons using the Bonferroni–Holm method.

Results

Age showed significant main effects on both diotic and antiphasic DIN thresholds ($p < 0.0001$). Lifetime occupational noise exposure did not show statistically significant main or interaction effects on DIN outcomes. Trend-level associations were observed between greater lifetime noise exposure and poorer diotic DIN thresholds in both younger (<44 years) and older (≥44 years) participants, while for antiphasic DIN thresholds, similar trends were observed only in the older group. These trends did not reach statistical significance. Tinnitus prevalence was not significantly associated with age, lifetime noise exposure, or their interaction.

Conclusion

Speech-in-noise performance was primarily associated with ageing in this cohort, with additional non-significant trends suggesting a possible contribution of cumulative occupational noise exposure, particularly in older workers. Tinnitus prevalence did not show clear associations with age or noise exposure, highlighting the heterogeneity of tinnitus mechanisms at the population level. From a public health perspective, incorporating functional hearing measures into hearing surveillance may help identify communication difficulties not captured by audiometric thresholds alone.

Poster 4

Adnan M. Shehabi

The Link between Mental Health and Hyperacusis in Normal-Hearing Palestinian Youth under Sociopolitical Stress

Background:

Hyperacusis is commonly associated with peripheral or central auditory dysfunction, yet growing evidence suggests that psychological factors are strongly related to this condition. This relationship remains underexplored in audiometrically normal, generally healthy young adults and is even less understood in populations exposed to chronic sociopolitical stress. In such contexts, sustained anxiety, depression, and stress may heighten sensory vigilance and amplify perceptual burden independent of measurable auditory pathology.

Objectives:

To examine associations between depression, anxiety, and stress and both objective loudness tolerance and subjective hyperacusis handicap in normal-hearing Palestinian university students currently experiencing severe sociopolitical stress.

Methods:

One hundred low-noise–exposed, normal-hearing university students (51 females; 18–24 years) with normal otoscopy, tympanometry, and pure-tone audiometric thresholds (≤20 dB HL, 250–8000 Hz), no active outer-, middle-, or inner-ear pathology, no history of ototoxic medication use, ear or head trauma, otologic surgery, or chronic illness associated with hyperacusis completed the Arabic Depression Anxiety Stress Scale–21 (DASS-21) and the Arabic version of the Khalfa Hyperacusis Questionnaire. Uncomfortable Loudness Levels (ULLs) were measured bilaterally following British Society of Audiology recommended procedures. Associations between psychological distress (measured through DASS-21 anxiety, depression, and stress subscales) and hyperacusis outcomes were examined using multiple linear regression models. The models adjusted for age, sex, monthly income, and sociopolitical stress exposure (indexed by frequency of incursions/invasions). The Bonferroni–Holm method was applied to adjust the α level for multiple comparisons and reduce Type I error. The study protocol was preregistered on the Open Science Framework (https://osf.io/ed2xh/).

Results:

Depression, anxiety, and stress DASS-21 subscale scores were strongly associated with hyperacusis handicap (all $p < 0.0001$), whereas no significant associations were observed with average ULLs. Exploratory analyses demonstrated a weak, non-significant correlation between Khalfa scores and ULLs ($r = -0.16$, $p > 0.05$).

Conclusions:

Psychological distress, measured by anxiety, depression, and stress, was the primary correlate of hyperacusis-related handicap, rather than reduced auditory sound tolerance, in normal-hearing young Palestinian adults exposed to chronic sociopolitical stress. The dissociation between subjective handicap and ULLs supports psychosensory models of hyperacusis and underscores the need for integrated audiological and mental health assessment beyond behavioral loudness measures alone.

Key words: Mental Health, Hyperacusis, Psychosocial Stress, Palestinian Youth

DAY 2 - FRIDAY, SEPTEMBER 25 2026

Poster 5

Mona Jawad Alameer, Samar Al-Aswad

Acquired Auditory Neuropathy due to hyperbilirubinemia

Introduction:

Acquired hearing loss is a frequent occurrence in neonates due to hyperbilirubinemia. The common disorder is known as Auditory Neuropathy Spectrum Disorder (ANSD).

Consequently, studies have shown that following up on hearing is essential for detecting any hearing changes, as many studies report significant hearing recovery or improvement around 12 months of age.

Case report

A newborn baby boy with a full-term pregnancy and unremarkable history passed the neonatal hearing screening (AABR). However, after three days of birth, he developed a high level of jaundice, which caused acquired ANSD, with no ABR waves but present TEOAEs.

The ABR test continued to show no waves at the ages of three and six months. At 12 months, there were still no waves, but he had started to recognize his name and could understand some words without visual cues. At 23 months, ABR testing showed wave V could be detected only at 90 dBnHL in the right ear and up to 70 dBnHL in the left ear. However, behavioral testing (VRA) showed responses within the normal hearing range, and speech discrimination was excellent (100%) using headphones with a list of familiar words.

Furthermore, the caregiver and speech therapist noted notable progress in receptive and expressive language development.

Conclusion:

There is a clear mismatch between behavioral and objective test results. Audiologists should be aware that most infants show hearing improvement or recovery by around 12 months of age.

Therefore, hearing intervention in acquired ANSD due to hyperbilirubinemia is generally not recommended before 18 months, according to several studies

Poster 6

Hind Maher Alenzi

The effect of recreational noise exposure on hearing thresholds, TEOAEs, and DPOAE above 8 kHz.

Introduction

Some studies suggest that both noise-induced hearing loss (NIHL) and age-related hearing loss (ARHL) lead to relatively rapid hearing threshold level (HTL) shifts in the extended-high frequency (EHF) > 8 kHz region (Ahmed et al., 2001). It has therefore been hypothesised that NIHL may first show up as HTL elevations in the 10-18 kHz frequency range, before showing up as a 4 kHz notch. There is paucity of evidence known about EHF otoacoustic emissions (OAEs) either for transient evoked (TE) or distortion product (DP).

Research questions

1. How do conventional and EHF measures of hearing function vary with noise exposure in young adults?
2. How well does subject lifetime noise exposure correlate with EHF measurements?
3. How well do EHF-OAEs can predict EHF-HTL?

Method

Hearing was assessed in normal otological young adults using EHF audiometry, EHF-TEOAEs, and EHF DPOAEs. Lifetime noise exposure was quantified with noise exposure structured interview (NESI).

Results

1. Effect of NESI score on hearing measure

Comparison between groups (low NESI score vs. high NESI score). Based on NESI score median participants were aligned to groups (low-NESI group, < 7.69 score [n=29] and high-NESI group,>7.69 score [n=29]). A 2-way split plot NOVA (NESI group high or low and EHF or conventional frequency range), found no significant main effect of NESI group, or interaction between NESI group and frequency range for any of the three hearing measures.

2. Further analysis of effect of NESI score on hearing measures

An exploratory study repeated the split-plot ANOVA using four NESI groups rather than two, the groups were defined by the NESI quartiles. The analysis found statistically significant main effect ofthe NESI group for EHF-HTL and EHF-TEOAEs. All groups were compared in relation to the highest NESI quartile.

Conclusion

No statistically significant difference in EHF hearing measurements between the low and high-NESI group, when classified to group based on NESI score 50 percental.

Statistically significant difference in EHF-HTL and EHF-TEOAEs SNR between the highest NESI quartile and the lower three NESI quartiles, when classified to groups based on the NESI quartiles, in an unplanned exploratory analysis.

Poster 7

Raghad Mohammed Abu Elzeet

The auditory behaviours and hearing sensitivity of young individuals utilising personal listening devices.

This study investigated the listening habits and hearing thresholds of young adults who were frequent users of personal listening devices (PLDs). The study compromised a two part self-questionnaire and an audiological measurement of hearing thresholds. Study sample: Sixty-eight participants aged 18–30 years (mean: 20.7 years, SD: 2.5) took part in the study. The control group consisted of 18 participants (non-users) while test group consisted of 50 participants who reported listening to personal devices through headphones for over 90 minutes per day. The results indicated that, while the mean hearing thresholds were within the normal ranges for all participant groups, the frequent users of PLDs showed poorer hearing thresholds in comparison to the control group.

Overall, 48% of the participants reported listening to their devices at a maximum volume setting, while 10.3% of the participants reported having tinnitus (4.4% reported constant tinnitus). The presence of a prominent notch at 6 kHz was observed in 29.4% of the participants, with most of these participants reporting using their devices for four years or more. Constant use of PLDs with headphones has an adverse effect on the hearing thresholds of young adults. Annual hearing evaluations are recommended.

Keywords: Recreation; noise exposure; tinnitus; notch; hearing thresholds.

Poster 8

Rawan Khaled Al Makkari

Hearing Screening for Children with Developmental Disorders

Background:

Developmental delay (DD) represents a significant lag in achieving age-appropriate developmental milestones and encompasses a broad range of neurodevelopmental conditions, including attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), cerebral palsy (CP), specific learning disabilities (SLD), and seizure disorders. Children with developmental delay are considered at increased risk for additional comorbidities, including hearing impairment, which may further compromise language, communication, and social development. Early hearing screening is therefore a critical component of comprehensive pediatric care. Otoacoustic emissions (OAE) testing is a reliable, objective, and non-invasive screening tool that evaluates cochlear outer hair cell function and is widely used in pediatric populations.

Methods:

A quantitative cross-sectional study was conducted at a pediatric hospital in Damascus, Syria. Seventy children diagnosed with developmental delay were recruited. All participants underwent hearing screening using otoacoustic emissions (OAE) testing as part of a routine audiological assessment.

Results:

Statistical analysis revealed no significant association between developmental delay and the presence of hearing loss ($p > 0.05$). The distribution of developmental conditions among the participants included seizure disorders (48%), ADHD (24%), ASD (12%), cerebral palsy (5%), and specific learning disabilities (8%). Initial OAE screening showed a pass rate of 82% and a referral rate of 18% in the right ear. Following re-screening after one week, pass rates increased to 99%, with only 1% of children requiring further audiological evaluation in both ears

Conclusion:

The findings suggest that developmental delay along may not be a predictor of hearing loss in children. However, the study highlights a notable gap in caregiver awareness regarding hearing screening and hearing health. These results underscore the importance of implementing targeted awareness programs and accessible educational resources, particularly in the Arabic language, to support early detection strategies and optimize developmental outcomes in children with developmental delay.

Keywords:

Developmental Delay, Hearing Screening, Otoacoustic Emissions, Hearing Loss, Pediatric Population.

DAY 2 - FRIDAY, SEPTEMBER 25 2026

Poster 9

Modar Doyya

Youth at Risk: Noise-Induced Tinnitus and Hearing Protection Beliefs in Syrian students

Hearing loss and tinnitus represent major public health concerns, particularly in low- and middle-incomecountries where preventive measures are limited. This study aimed to assess the prevalence of noise-induced tinnitus, youth attitudes toward noise, and beliefs about hearing protection among Syrian university students. A cross-sectional survey was conducted at Damascus University using a self-administered questionnaire adapted from validated international tools. A total of 391 students participated, with 67% reporting tinnitus; of these, 86.26% experienced temporary tinnitus and 13.74% permanent tinnitus. Statistically significant associations were found between temporary tinnitus and both personal listening device volume levels and attendance at disco parties. The Youth Attitudes to Noise Scale (YANS) revealed neutral attitudes toward noise exposure, with males scoring higher than females.

The Beliefs About Hearing Protection and Hearing Loss (BAHPHL) scale indicated moderate-to-positive beliefs, with females and hearing protector users scoring significantly higher. Logistic regression analysis confirmed that female students were more likely to adopt hearing protection behaviors. These findings highlight the high burden of noise-induced tinnitus among Syrian youth and the influence of gender and lifestyle factors on attitudes and protective behaviors.

Educational interventions targeting risky listening practices and promoting hearing protection are strongly recommended to reduce the long-term impact of noise induced hearing loss and tinnitus in this population. Keywords: attitudes, beliefs, Damascus, hearing protection, noise-induced tinnitus, students

Poster 10

Thkra Mahmud Al-Homsi

Assessment of Vestibular Function as a Possible Cause of Dizziness During Pregnancy

Many of pregnant women suffer from dizziness during pregnancy ; for this reason , the research has started in aim of identification whether the cause of this dizziness is that vestibular system is impaired or not. For implement this research, a sample includes two groups (pregnant and non- pregnant) from the universal obstetrics hospital in Damascus in 2024 year has been gathered.

This sample includes 70 women ; 40 pregnant and 30 non-pregnant. And for raising in outcomes which serve for aim of this research, questionnaire tool about audiological , neurological , otological , vestibular and body symptoms has been implemented, and for detection of vestibular system function, 4 tests have been used, these are Gaze, HIT, Romberg, Fukuda.

The most important results :

. there are no significant differences between both two groups (pregnant and non-pregnant) on performance of vestibular tests .

. there are no significant differences between two groups for most of questionnaire except some of them .

· dizziness during pregnancy is episodic event, not real dizziness which its cause is impairment in the vestibular system .

Recommendations :

. another studies at pregnant women for comprehension the real cause of this dizziness

. review of clinician when feeling by severe symptoms

key words : Pregnancy, Vestibular system, Dizziness during pregnancy

Phoniatrics/Speech Language Pathology Program

Day 1, Thursday, September 24th 2026		
7:30 – 9:00	Registration	
9:00 -10:45	Session 1: Dysphagia	Chairperson: Fadi AlSwaiti, Wael AL-Dakroury
9:00-9:30	Who Certifies Dysphagia Experts? International Boards and Credentials in Swallowing Disorders	Aya Aljazi
9:30-9:55	Sensory processing and Feeding in Children	Bassmah Jehad
9:55-10:20	Radiation induced dysphagia in head and neck cancer patients: Phoniatrics perspective	Rania Mohamed Abdou Mustafa
10:20-10:45	Dysphagia Management and Cervical Auscultation: Reliability and Validity against FEES	Mariam Al-Jaghbeer
10:45-12:00	Opening ceremony & Coffee break	
12:00-13:00	Session 2: Neurodevelopmental Conditions and Cognitive Functions	Chairperson:Fadi AlSwaiti, Yaser Numan Alsabi
12:00-12:30	Verbal Responsiveness in Interactions of Mothers and Children with ADHD	Wael AL-Dakroury
12:30-13:00	ADHD Through Two Lenses: Clinical Practice and Lived Experience	Renad Muhammad Basam Qutishat, Raghad Jamal AlBattikhi
13:00-14:00	Lunch break	
14:00 – 14:45	Session 3 Assessments in Arabic language	Chairperson:Amani Abdul-Hadi, Aya AlJazi
14:00-14:15	Jordanian Expressive Vocabulary Test	Yaser Numan Alsabi
14:15-14:30	The Arabic Social and Emotional Skills Test	Samar Abdulwahab Jaradat
14:30-14:45	Validation of the Arabic version of the Child Development Inventory (CDI): A preliminary normative data from Lebanese-Arabic context	Hiba Kassir
14:45-16:15	Session 4: Workshops	Chairperson:Aya AlJazi , Samar Abdulwahab Jaradat
14:45-15:30	Language Processing Auditory verbal neuroligustic model Dx. Level	Khaleel Taha Al-Adarbeh
15:30-16:15	Interdisciplinary team approach in clinic and school settings: Planning and Implementation	Nusaiba Sallam
16:45-17:00	Coffee break	
16:45-18:45	Session 5: Workshop	Chairperson:Fadi AlSwaiti, Nusaiba Sallam
16:45-18:45	From Profile to Practice: Understanding Developmental Language Disorder	Wael AL-Dakroury

Day 2, Friday, September 25th, 2026

9:00 -10:30	Session 6: Fluency disorders	Chairperson: Amani Abdul-Hadi, Hanady Bani Hani
9-00-9:25	Understanding stuttering through family lens	Mona Abdulaziz Indargiri
9:25-9:45	The Impact of Auditory Processing Disorders on Stuttering: Literature Review.	Soma Yaghmour
9:45- 10:00	"Cognitive Organization for Fluency: The Role of Mind-Mapping in Supporting Adolescents and Adults Who Stutter"	Safa Albustanji
10:00-10:15	University Students' Attitudes Toward Stuttering and People Who Stutter at Al-Ahliyya Amman University	Shahed Fuda
10:15-10:30	Beliefs and Attitudes of Primary School Teachers in Jordan Toward Students Who Stutter	Sumaia Suleiman Al-Shajrawi
10:30-10:45	Coffee break	
10:45-12:30	Session 7 Hearing, Cochlear Implants, and Aural Rehabilitation	Chairperson :Rana Alkhamra, Safa Albustanji
10:45-11:05	From Insight to Impact: Using AI to Strengthen Parental Coaching in AVT	Amani Abdullah Mohammad Abdul-Hadi
11:05-11:25	Challenges in Speech and Language Intervention of Children with Cochlear Implants and Cortical Visual Impairment (CVI)	Amal Ezzat Aly Bakr
11:25-11:45	Paediatric Rehabilitation: Speech and Aural Therapy for Progressive Hearing Loss	Jinane Al Haddad
11:45-12:15	Enhancing Speech Intelligibility in Huntington's Disease: A Case Study Using EMST, Traditional Therapy, and LSVT LOUD	Amani Abdul-Hadi, Shoroq Abu Rumman
12:15-12:30	Meaningful Play, Meaningful Gains: Implementation of play-based therapy in targeting specific language goals across the three domains.	Jinane Al Haddad
12:30-14:00	Friday Prayers & Lunch break	
14:00 – 16:00	Session 8 Professional Practice, Technology, and Social Context	Chairperson: Mona Abdulaziz Indargiri, Soma Yaghmour
14:00-14:20	Beyond the Therapy Room: Universal Design for Learning (UDL) and Inclusive Speech-Language Practice	Rana Alkhamra
14:20-14:40	Artificial Intelligence in Stuttering Assessment and Intervention: Opportunities, Clinical Applications, and Ethical Challenges	Safa Horani
14:40-14:55	Supporting Emotional Regulation and Social-Emotional Skills in School-Age Children: A Speech-Language Therapy Perspective	Fadi Tadros
14:55-15:10	Beyond the Therapy Room: Rethinking Generalization in Adolescent Speech Therapy	Zeina Al-Thaher
15:10-15:30	Beyond Remediation: Boutique Speech-Language Pathology Services in Accent Modification and Public Speaking	Zaina Khoury
15:30-16:00	Executive Functions in Clinical Practice: Implications for Assessment and Intervention in Children and Adolescents with Communication Disorders	Nusaiba Sallam
16:00-16:15	Coffee break	
16:15- 17:30	Session 9: Workshop	Chairperson : Rana AlKhamra, Safa Horani
16:15- 17:30	The Cognitive Neuropsychological Model of Language: Use in Assessment and Treatment	Ahmad Faris Hasan Amro

Day 3, Saturday, September 26th, 2026

9:00 -10:45	Session 10: Current Topics in Speech and Language Pathology	Chairperson : Hanady Bani Hani, Safa Albustanji
9:00-9:30	Beyond One-Size-Fits-All: Using AI to Adapt Parent Education	Hia Abdelqader
9:30-9:55	Theoretical Acoustic Analysis of Arabic Morphemes at the Word Level	Abdelrahman Ashour
9:55-10:10	The impact of the economic crisis and displacement on both Lebanese and non-Lebanese families residing in Lebanon who have children under the age of five.	Hiba Kassir
10:10-10:25	The Role of Intensive Summer Programs in PromotingIndependence, Daily Living Skills, and School Readinessin Children	Hiba Abu Zaid
10:25-10:45	The Role of Phonological Awareness in Early Literacy Development: Clinical Evidence from a Child Development Center	Dana Naser & Lubna AlOmari
10:45-11:00	Coffee break	
11:00-13:00	Session 11: Diverse perspectives in speech language pathology	Chairperson : Abdelrahman Ashour, Hanady Bani Hani
11:00-11:20	Prevalence of Voice Problems and Their Association with Perceived Stress Among Jordanian Teachers	Osaid Ahmed ,Tala Bani Hamdan, Sara Adel Abedat
11:20-11:40	How Sensory Dysregulation Can Affect Speech and Language Development	Amani Shalbak, Diala Jarrar
11:40-12:00	The Power of Social Stories: How Narrative-Based Intervention Shapes Pragmatic and Social Language Skills in Children	Safa Albustanji
12:00-12:20	Oral-Feeding Readiness in Preterm Infants: Clinical Indicators, Assessment Challenges, and a Proposed Multidisciplinary Evaluation Model- Represented by Caritas Baby Hospital.	Nancy Zeidan Juha
12:20-12:40	Importance of Pre-Cochlear Implant Rehabilitation for Successful Outcomes	Mohammad Nidami
12:40-13:00	Eating and Swallowing Disorders in Children with Cleft Lip and/or Palate	Mosa Ahmad Mosabeh Alkhorti
12:30-14:00	Lunch break	
14:00-14:50	Session 12: The Power of Play and Posters	Chairperson : Hanady Bani Hani, Fadi Alswaiti
14:00-14:30	Play-Based Therapy and Motor Learning Principles: Bridging Engagement and Practice Dose	Mahaba Sa'ed Hasan Alazem, Mariam Walid Mahmoud Naser
Poster 1 14:30-14:35	Studies in Children Language Development	Ihab Sami Abu Omar
Poster 2 14:35-14:40	Parental Interaction Behaviors during Shared Story Reading with Children with ASD: A Comparison across Age Groups	Esra'a Moh'd Ebeidallah
Poster 3 14:40-14:45	Gender Differences in the Frequency and Features of Infant-Directed Speech Among Parents in Jordanian Society	Aseel Mohammed Salem Dimes, Lina Khaled, Renad Abdulrahman
Poster 4 14:45-14:50	Speech-Language Pathologists' Perceptives on Bilingualism and it's implications for Bilingual Families in Amman, Jordan	Areej essam Barghouthi, Layan wassem abujubara, Rama emad shahin
15:00-15:15	Closing Ceremony	

Abstracts

Thursday, September 24th, 2026
9:00 – 9:30

Aya Aljazi

Who Certifies Dysphagia Experts? International Boards and Credentials in Swallowing Disorders

Swallowing and dysphagia management represents one of the highest-risk and most specialized areas within speech-language pathology and audiology-adjacent practice, with direct implications for patient safety, morbidity, and quality of life. While the American Speech-Language-Hearing Association (ASHA) offers the Board Certified Specialist in Swallowing and Swallowing Disorders (BCS-S) credential, access to and recognition of this certification remain limited for many clinicians practicing outside the United States. This poses a particular challenge in the Arab region, where formal subspecialty recognition in dysphagia is largely absent and clinical practice is often guided by heterogeneous training pathways and institutional norms.

This presentation explores international models of advanced credentialing and competency recognition in swallowing and dysphagia beyond ASHA, including UK-based dysphagia competency frameworks under the Royal College of Speech and Language Therapists (RCSLT), European professional standards promoted by the European Society for Swallowing Disorders (ESSD), and procedure-based certifications related to instrumental assessments such as Fiberoptic Endoscopic Evaluation of Swallowing (FEES). Differences between board certification, competency-based frameworks, and procedural credentialing will be critically examined, with emphasis on scope of practice, risk management, and interdisciplinary collaboration.

The presentation further highlights gaps in dysphagia specialization within the Arab world and discusses the implications of practicing without standardized subspecialty recognition. Recommendations are proposed for developing regionally relevant, globally informed pathways for dysphagia credentialing that prioritize patient safety, professional accountability, and evidence-based care. This session aims to equip clinicians, educators, and policymakers with a clearer understanding of existing international dysphagia certification models and to stimulate dialogue on the future of structured swallowing specialization in the Arab region.

Thursday, September 24th, 2026
9:30 – 9:55

Bassmah Jehad

Sensory processing and Feeding in Children

Feeding challenges in children often stem from sensory processing differences that affect food engagement. This presentation explores using structured, participation-based cooking classes to support sensory regulation, joint attention, and feeding readiness. By transforming cooking into a functional, playful, and meaningful activity, children experience safe sensory exploration and increased engagement with food.

Practice-based data and a case study from our center demonstrate measurable improvements in sensory tolerance, attention, and emerging feeding behaviors. Attendees will gain practical, interdisciplinary strategies to enhance pediatric feeding readiness through enjoyable, evidence-informed, and participation-centered interventions.

Thursday, September 24th, 2026
10:20 – 10:45

Mariam Al-Jaghbeer

Dysphagia Management and Cervical Auscultation: Reliability and Validity against FEES

Background: Cervical auscultation (CA) is recommended to be used as an adjunct to the clinical swallow examination; however, further research regarding its reliability and validity compared with instrumental assessment is warranted. Objective: To investigate the validity and reliability of cervical auscultation using swallow–respiratory sounds to identify swallow safety and dysphagia status, compared with Flexible Endoscopic Evaluation of Swallowing (FEES). Methods: In this cross-sectional study, 103 swallow–respiratory sound sequences were prospectively recorded from 23 heterogeneous adult patients undergoing FEES. Swallow sounds, including pre- and post-swallow respiratory phases, were simultaneously recorded using an electronic stethoscope. Eight CA-trained speech-language pathologists independently rated the recordings to determine (1) swallow safety (primary outcome), (2) presence of dysphagia, and (3) dysphagia severity. FEES served as the reference standard. Sensitivity, specificity, predictive values, receiver operating characteristics, and intra- and inter-rater reliability were calculated. Results: Cervical auscultation demonstrated high validity for detecting swallow safety across all liquid consistencies (sensitivity = 85.4%, specificity = 80.3%), with negative predictive values exceeding 90%. Validity was highest for thin liquids (sensitivity = 91.1%, specificity = 84.7%). Intra-rater reliability was good ($\kappa = 0.65$), and inter-rater reliability was moderate ($\kappa = 0.58$). CA showed high sensitivity (80.1%) but low specificity (22.9%) for identifying dysphagia status. Correlation between CA-rated dysphagia severity and FEES was moderate ($rs = 0.62$). Conclusion: When performed by trained clinicians and incorporating swallow–respiratory sounds, cervical auscultation demonstrates high validity and moderate-to-good reliability for identifying swallow safety. Findings support the use of CA as an adjunct to, but not a replacement for, instrumental swallowing assessment within holistic dysphagia management.

Thursday, September 24th, 2026
12:00 – 12:30

Wael AL-Dakroury

Verbal Responsiveness in Interactions of Mothers and Children with ADHD

This study investigated the mother-child interaction in children with ADHD compared to Typically Developed children with respect to conversational contributions and repair by the mother and the complexity of responses from the child. The results of the qualitative study revealed that verbal skills are more challenging for children with ADHD relative to their unaffected peers. The analysis will provide the speech-language pathologist with information that could assist them by giving them a better understanding of children with ADHD, which would lead to more comprehensive assessments and more effective intervention and parent training programs.

Learning Outcomes

1. Describe the mother-child interaction in children with ADHD compared to TD children with respect to conversational contributions and repair by the mother and the complexity of responses from the child
2. Compare the verbal characteristics in children with ADHD and typically developed children
3. Discuss the similarities and differences in mother-child interaction with children with ADHD and TD

Thursday, September 24th, 2026
12:30-13:00

Renad Muhammad Basam Qutishat & Raghad Jamal AlBattikhi

ADHD Through Two Lenses: Clinical Practice and Lived Experience

Attention-Deficit/hyperactivity disorder(ADHD) is increasingly recognized within clinical practice, yet its communication and auditory implications remain underexamined in Speech-language and audiology fields,particularly in the Arab region. This presentation combines current research with the professional and newly diagnosed personal experience of a speech language therapist who received an ADHD evaluation earlier this year. By integrating both perspectives,the session aims to provide a comprehensive,neurodiversity-informed understanding of ADHD's impact on communication,self regulation,and therapeutic engagement. The academic segment reviews evidence-based characteristics of ADHD relevant to speech language and auditory processing,including executive functioning limitations,narrative organization difficulties,working memory demands, pragmatics variability, and listening challenges in noisy or cognitively demanding environments.This section also explores the overlap between ADHD and auditory processing disorder (APD),discussing how clinician can distinguish attention relating difficulties from true perceptual deficits. Interwoven with this scientific foundation is a structured personal reflection from the presenter, who experienced firsthand the process of late identification while working as a clinician. This lived experience highlights internal challenges that are often invisible to practitioners: masking in professional and cultural contexts, the cognitive load of maintaining attention during sessions, emotional regulation fluctuations, and the unique pressures faced by women in Arab communities regarding attentiveness, organization, and performance. The narrative also illustrates how ADHD shaped the presenter's own clinical style, empathy, and therapeutic adaptations. By merging clinical research with an insider's perspective, the session provides actionable strategies for designing ADHD-friendly therapy environments, delivering instructions effectively, supporting regulation, and promoting strength-based practice. The goal is to help clinicians better recognize, validate, and support neurodivergent communication in both client and colleagues.

Thursday, September 24th, 2026
14:30-14:45

Hiba Kassir

Validation of the Arabic version of the Child Development Inventory (CDI): A preliminary normative data from Lebanese-Arabic context

Screening for developmental difficulties in pediatric settings poses significant challenges, particularly within time-constrained consultations. Parental questionnaires are highly recommended and widely used in developmental assessments, as parents are able to observe their children across diverse contexts. This study aimed to establish normative data for the Arabic version of the Child Development Inventory (A-CDI) among Lebanese children aged 14-74 months, to assess its validity and reliability, and to introduce the innovative digital version to enhance accessibility and clinical utility. Results from 1128 Lebanese parents of 987 typically developing and 141 atypically developing children showed strong correlations between age and A-CDI subscale scores, with no significant differences compared to other language versions, underscoring its cross-linguistic robustness. Furthermore, the A-CDI demonstrated high reliability as indicated by Cronbach's alpha and strong diagnostic validity, effectively differentiating typically and atypically developing children across most subscales, except the Self-Help scale. In conclusion, the Arabic version of CDI is a valid and reliable tool for screening developmental trajectories in Arabic-speaking populations. Additionally, its digital adaptation supports timely intervention by empowering practitioners and caregivers through streamlined administration and immediate feedback.

Keywords: Child Development Inventory, A-CDI, developmental screening, digital assessment, Arabic, Lebanese children

Thursday, September 24th, 2026
14:45-15:30

Khaleel Taha Al-Adarbeh

Language Processing Auditory verbal neuroligustic model Dx. Level
Auditory based language acquisition is a complex system, and when its symbols are decoded, it is easy to deal with it and solve its problems. Many models have been created and are being worked on. In the last year presentation, all models were shortened and summarized into one model to facilitate dealing with language acquisition and its relationship to hearing and speech disorders (Basic level) This year presentation one step up as been taken; this step will clarify diagnostic application of Neuro-AV model

Thursday, September 24th, 2026
15:30-16:15

Nusaiba Sallam, Rania El Qarra, Sara Al-Mahserii

Interdisciplinary team approach in clinic and school settings: Planning and Implementation
Effective support for children from special populations requires more than isolated professional efforts it demands informed collaboration across disciplines. This workshop introduces participants to the principles and practices of interdisciplinary teamwork in both school and clinical settings. Through a clear comparison of interdisciplinary, multidisciplinary, and transdisciplinary models, participants will gain a deeper understanding of how collaborative structures influence child outcomes. The workshop will explore the meaning and types of inclusion, highlight the essential roles of various professionals, and demonstrate how coordinated efforts can enhance service delivery. Participants will engage in guided activities to design interdisciplinary treatment plans and learn practical strategies for implementing the approach in real-world environments. Emphasis will be placed on the use of data collection, follow-up procedures, and progress monitoring to evaluate team effectiveness and support continuous improvement. By the end of the workshop, attendees will be equipped with the knowledge and tools necessary to foster successful, inclusive, and collaborative practices for special populations.

Thursday, September 24th, 2026
16:45-18:45

Wael AL-Dakroury

From Profile to Practice: Understanding Developmental Language Disorder
Children with Developmental Language Disorder (DLD) present with highly variable profiles that extend beyond language impairment alone. In addition to difficulties across linguistic domains, many children with DLD demonstrate differences in cognitive, motor, and executive functioning, as well as increased vulnerability to academic and emotional challenges. This seminar provides speech-language pathologists with a deeper, clinically grounded understanding of the core and associated characteristics of DLD, emphasizing individual differences rather than a single diagnostic profile. The participants will explore how DLD manifests differently across children and how these profiles inform goal selection, treatment planning, and caregiver communication.

Friday, September 25th, 2026
9:25-9:45

Soma Yaghmour

The Impact of Auditory Processing Disorders on Stuttering: Literature Review.
Developmental stuttering causes were discussed in many studies but still the real cause is unknown. Research has investigated environmental, internal, and neurological causes but the auditory processing cause is still looked into to prove its effect on stuttering. The purpose of this paper is to examine previous literature on the correlation between auditory processing disorders and stuttering. This subject has recently become of a significant interest and ongoing investigation to identify the cause of stuttering and find a way for treatment. Recent studies have provided evidence that individuals who stutter may exhibit deficits in auditory processing and typical auditory asymmetry. Therefore, insufficient attention to the auditory channel during speech might result in a poor processing and integration of auditory feedback and attention regulation.

Friday, September 25th, 2026
9:45- 10:00

Safa Albustanji

Cognitive Organization for Fluency: The Role of Mind-Mapping in Supporting Adolescents and Adults Who Stutter
Stuttering in adolescents and adults is influenced not only by motor speech factors, but also by cognitive load, linguistic planning, and emotional regulation. Emerging therapeutic approaches highlight the importance of cognitive organization in enhancing speech fluency and communicative confidence. here we are discussing how to explore mind-mapping as an evidence-aligned, practical tool that supports individuals who stutter by visually structuring ideas, reducing linguistic complexity, and promoting more efficient planning of spoken language. Mind-mapping helps speakers externalize their thoughts, sequence messages with greater clarity, and manage communication demands in academic, social, and professional contexts.
This presentation demonstrates how mind-mapping can decrease processing demands, support pacing and pausing, and reduce communication anxiety—factors that directly contribute to improved fluency. Clinical case examples will illustrate how mind-mapping can be integrated into therapy to prepare presentations, organize narratives, and facilitate self-advocacy. Participants will gain step-by-step strategies for applying mind-mapping as a flexible, culturally adaptable tool to enhance fluency, and generalization beyond the therapy setting.This keynote invites speech-language professionals, educators, and caregivers to rethink fluency intervention by leveraging cognitive-visual supports that empower individuals who stutter to communicate with greater ease, confidence, and clarity. In conclusion, enrolling more cognitive strategies in the interventional plan aligned with other fluency and stuttering modification tips will positively enhance the prognosis on the long run.
Keywords: Speech Disorders, Fluency Disorders, Stuttering Modification, Fluency Shaping, Cognition, Mind-Mapping

Friday, September 25th, 2026
10:00-10:15

Shahed Fuda

University Students' Attitudes Toward Stuttering and People Who Stutter at Al-Ahliyya Amman University
Background: Research has examined public attitudes toward stuttering and people who stutter (PWS) across different parts of the world; however, limited studies have explored this issue among university students across various academic disciplines. Objective: To explore the attitudes, knowledge, and beliefs regarding stuttering and PWS among students enrolled in the thirteen colleges at Al-Ahliyya Amman University. Method: This study targets students from all colleges at Al-Ahliyya Amman University and will assess their attitudes, knowledge, and beliefs toward stuttering using the Arabic version of the Public Opinion Survey of Human Attributes Toward Stuttering (POSHA-S). A total of 400 students will be recruited and asked to complete the POSHA-S online via Google Forms.
Participants will be asked to fill out the demographic section of the questionnaire, respond to general statements comparing stuttering to four human attributes (i.e., intelligence, left- handedness, obesity, and mental illness), and answer questions related to their knowledge and opinions about stuttering. The raw data will then be analyzed using the POSHA-S database. The scores from this study will be compared to the scores of participants from other countries, including Jordan, available in the POSHA-S database. Independent sample T-tests will be conducted for group comparisons, with the level of significance set at $p \leq .05$. Expected Results: Students enrolled in medical and health-related colleges, particularly those in the Faculty of Allied Health Sciences—are expected to show more positive attitudes toward stuttering and PWS compared to students from non-health disciplines.

Friday, September 25th, 2026
10:15-10:30

Sumaia Suleiman Al-Shajrawi

Beliefs and Attitudes of Primary School Teachers in Jordan Toward Students Who Stutter

Teachers are authority figures who have the potential to positively influence children's attitudes and beliefs toward their own stuttering. One way they can achieve this is by creating a supportive environment for those students who stutter (SWS) at school. At the same time, teachers must have a good understanding of stuttering and have supportive skills to achieve such a positive influence on their students. Given the limited research in Jordan about how well teachers understand stuttering and their role in supporting SWS, the current study aimed to investigate this topic by exploring the beliefs and attitudes of mainstream primary school teachers toward stuttering and people who stutter (PWS) in Jordan. A mixed-method approach was used in this study. Data collection was conducted using a questionnaire that consisted of: (1) the detailed stuttering section of the Arabic version of the Public Opinion Survey of Human Attributes–Stuttering (POSHA-S), and (2) a set of open-ended questions developed by the authors of the present study. The study sample consisted of 406 mainstream primary school teachers residing in Jordan. Descriptive statistics were used to describe the beliefs and attitudes of teachers toward stuttering and PWS. Additionally, the POSHA-S database was utilized to calculate the mean scores for items and components of the POSHA-S. The open-ended questions were analyzed thematically. Initial findings revealed that, although teachers held some promising attitudes toward stuttering and PWS, many teachers reported inaccurate beliefs and negative attitudes toward stuttering and PWS in many other aspects. These initial findings (1) provide clinicians and policy makers with evidence that can be utilized to improve the learning environment of SWS, and (2) underscore the need for developing awareness programs to enhance teachers' beliefs and attitudes toward stuttering and PWS.

Friday, September 25th, 2026
10:45-11:05

Amani Abdullah Mohammad Abdul-Hadi

From Insight to Impact: Using AI to Strengthen Parental Coaching in AVT

Parental involvement is the cornerstone of Auditory-Verbal Therapy (AVT). Research consistently shows that the most significant gains in listening and spoken language occur when parents are equipped, confident, and actively engaged as primary facilitators of their child's auditory learning. However, many families struggle with implementing strategies at home, monitoring daily progress, and accessing consistent professional support—particularly in remote or resource-limited settings. By combining evidence-based parental coaching strategies with the emerging potential of AI-driven tools, AVT professionals can enhance family engagement, improve the quality of home practice, and achieve more consistent and measurable progress. This presentation demonstrates how integrating AI applications within a parent-centered AVT framework transforms insight into meaningful, sustainable impact for children with hearing loss, while recognizing the current limitations of AI tools.

Friday, September 25th, 2026
11:05-11:25

Amal Ezzat Aly Bakr

Challenges in Speech and Language Intervention of Children with Cochlear Implants and Cortical Visual Impairment (CVI)

Children with both Cochlear Implants (CI) and Cortical Visual Impairment (CVI) face significant challenges in speech and language development due to the combined effects of impaired visual processing and hearing impairment. While Cochlear implant provide access to sound, Cortical visual impairment cause difficulties in visual attention, seeing details, eye contact, multisensory integration, facial expressions, and imitating them, which are critical for traditional speech and language intervention approaches, particularly auditory-verbal therapy "AVT", which depends on visual attention and typical language learning. The objectives of this study is to identify challenges encountered in speech and language intervention for children with CI and CVI, and provide adaptive intervention strategies to improve communication and language outcomes. The study used a mixed-methods design combining qualitative semi-structured interviews with specialists and parents, video analysis of sessions, analysis of clinical documentation. Quantitative assessments of auditory skills, communication behaviors, and functional listening were paired with qualitative data. The results show that visual problems of children with CVI and CI, significantly affect auditory training progress. Traditional AVT techniques were found to be less effective, while adaptive intervention strategies offered improved engagement and functional communication outcomes. The study concludes with recommendations to integrate adaptive intervention strategies into standard intervention protocols, adapt tools for dual sensory needs, and involve parents. These findings contribute to the development of more inclusive, evidence-based therapy models for children with CI and CVI.

Keywords: Auditory training, Cochlear implants, Communication and language, Cortical visual impairment, Multisensory intervention, Speech therapy.

Friday, September 25th, 2026
11:25-11:45

Jinane Al Haddad

Paediatric Rehabilitation: Speech and Aural Therapy for Progressive Hearing Loss
This presentation explores the multidisciplinary journey of managing progressive hearing loss in a child, N. through early detection, collaborative intervention, and cochlear implantation. It highlights the role of key professionals, ENT specialists, audiologists, and speech therapists, in addressing auditory regression and developing rehabilitation strategies.
Key phases include observations during therapy and at home, management of recurrent otitis media, the impact of hearing deterioration, and post-implantation progress. The Ling Six Sounds Test is featured as a vital tool for daily monitoring and optimizing auditory and language development.
It emphasizes the importance of record-keeping, tailored therapeutic approaches, to enhance communication, education, and overall growth.

Friday, September 25th, 2026
11:45-12:15

Amani Abdul-Hadi & Shoroq Abu Rumman

Enhancing Speech Intelligibility in Huntington's Disease: A Case Study Using EMST, Traditional Therapy, and LSVT LOUD
This presentation explores contemporary, evidence-based approaches for the management of Broca's aphasia through an integrated language and voice therapy framework. Part I focuses on current best practices in aphasia rehabilitation, emphasizing intensive, neuroplasticity-driven interventions that target functional communication. Evidence-based approaches such as melodic intonation therapy, verb network strengthening treatment (VNeST), and script training are highlighted for their effectiveness in improving speech initiation, phrase length, grammatical structure, and communicative participation. Recent advancements also support the adjunctive use of transcranial direct current stimulation (tDCS) to modulate cortical excitability and enhance treatment responsiveness. When combined with behavioral language therapies, tDCS has shown promise in facilitating language recovery and promoting greater generalization of gains in individuals with non-fluent aphasia.Part II examines the role of Lee Silverman Voice Treatment (LSVT LOUD®) principles in addressing speech production limitations commonly observed in Broca's aphasia, including reduced vocal loudness, limited endurance, and inefficient respiratory–phonatory control. Although originally developed for Parkinson's Disease,emerging evidence supports adapting LSVT principles to enhance vocal intensity, speech clarity, verbal initiation, and overall communicative effectiveness in non-fluent aphasia. Integrating language based therapy and LSVT, this two-part model supports a holistic rehabilitation approach that bridges language formulation and speech production to optimize functional outcomes in individuals with Broca's aphasia.

Friday, September 25th, 2026
12:15-12:30

Rania El Qarra

Meaningful Play, Meaningful Gains: Implementation of play-based therapy in targeting specific language goals across the three domains.
Play provides a naturalistic and motivating context for language learning, offering meaningful opportunities to target receptive, expressive, and pragmatic language skills in children. This study examines the effectiveness of play-based intervention for addressing language goals across these three domains within a clinical setting. Receptive language targets including following directions, understanding spatial and qualitative concepts, and vocabulary processing were embedded within functional play routines to support contextual learning. Expressive language goals, such as labeling, requesting, commenting, and increasing syntactic complexity, were addressed through child-led and interactive play activities that encouraged spontaneous language use. Pragmatic language skills, including turn-taking, initiation, maintenance of interactions, and interpretation of social cues, were practiced within dynamic play-based exchanges. Data demonstrated that children acquired targeted language skills more efficiently during play based intervention compared to out of context or drill-based approaches. Techniques followed during sessions showed higher levels of engagement, increased frequency of communication attempts, and stronger generalization of skills across settings and communication partners were observed. The naturalistic nature of play appeared to enhance motivation, accelerate learning, and support carryover into real-world contexts. Findings support the use of play as a primary modality for language intervention. Embedding language goals within meaningful play experiences promotes functional learning, improves retention, and facilitates generalization. Overall, play-based intervention was shown to produce meaningful and sustainable gains in all domains of language development, highlighting its value in both clinical practice and evidence based language therapy models.

Friday, September 25th, 2026
14:00-14:20

Rana Alkhamra

Beyond the Therapy Room: Universal Design for Learning (UDL) and Inclusive Speech-Language Practice

School-based speech-language services often include intervention outside the classroom; however, students need to communicate, participate, and learn within their everyday educational environments. For students with communication disorders, placement in an inclusive classroom alone does not ensure meaningful access and participation. This presentation explores how speech-language pathologists (SLPs) can extend their practice beyond the therapy room through flexible service delivery, curriculum-informed intervention, and collaboration with teachers. It introduces Universal Design for Learning (UDL) and its three principles—Engagement, Representation, and Action & Expression—and demonstrates how SLP expertise can contribute to identifying and reducing language and communication barriers within classroom learning. Practical examples illustrate how UDL principles can support communication access, participation, and opportunities to demonstrate learning while maintaining intended learning goals. The presentation emphasizes that moving beyond the therapy room does not replace individualized speech-language intervention; rather, it extends SLP expertise into the environments where students communicate, participate, and learn. Keywords: Universal Design for Learning (UDL); Speech-Language Pathology; Inclusive Education; School-Based Practice; SLP–Teacher Collaboration; Communication Participation.

Friday, September 25th, 2026
14:20-14:40

Safa Horani

Artificial Intelligence in Stuttering Assessment and Intervention: Opportunities, Clinical Applications, and Ethical Challenges

Artificial intelligence is rapidly reshaping the landscape of speech-language pathology, and fluency disorders are no exception. This presentation explores the emerging role of AI in the assessment and treatment of stuttering, offering clinicians a grounded overview of where the technology genuinely adds value and where caution is warranted. The session begins by examining current and near-future applications of AI in stuttering assessment — including automated disfluency detection, speech-sample analysis, and objective measurement of stuttering frequency and severity — and considers how these tools may support, rather than replace, clinical judgment. It then turns to intervention, reviewing AI-assisted practice tools, real-time feedback systems, and telepractice applications that expand access to therapy. Alongside these opportunities, the presentation addresses the ethical and clinical challenges that accompany AI adoption: data privacy, algorithmic bias, the limitations of tools trained largely on English-speaking populations, and the risk of over-reliance on automated systems in a disorder where the human, emotional, and social dimensions are central. Particular attention is given to the implications for Arabic-speaking clients, for whom validated AI tools remain scarce. Attendees will leave with a balanced, practical understanding of how to critically evaluate AI tools for their own practice, and how to integrate them responsibly without losing the clinician's essential role.

Friday, September 25th, 2026
14:40-14:55

Fadi Tadros

Supporting Emotional Regulation and Social-Emotional Skills in School-Age Children: A Speech-Language Therapy Perspective

Emotional regulation and social-emotional skills are fundamental for effective communication, social participation, and academic success. This presentation explores the role of executive functioning in supporting self-awareness, pragmatic language, and positive peer interactions within school settings. Using a speech-language therapy lens, the session will focus on how clinicians and educators can scaffold emotional regulation and social skills to enhance pragmatic communication, classroom engagement, and relationship-building. Strategies will include modeling adaptive communication, teaching perspective-taking, supporting self-monitoring, and fostering resilience in everyday academic and social contexts. Participants will gain practical, evidence-informed approaches to help children navigate emotional challenges, strengthen social communication, and build confidence in their interactions, ultimately supporting both learning and overall well-being.

Friday, September 25th, 2026
14:55-15:10

Zeina Althaher

Beyond the Therapy Room: Rethinking Generalization in Adolescent Speech Therapy
Generalization remains a core challenge in adolescent speech and occupational therapy. This session offers a brief glimpse into a Teenager Summer Camp designed to support real-life communication. Peer interaction, unstructured time, and emotional demands revealed challenges often unseen in routine sessions. Outcomes included increased spontaneous communication, confidence, and functional carryover—inviting therapists to rethink how and where meaningful change happens.

Friday, September 25th, 2026
15:10-15:30

Zaina Khoury

Beyond Remediation: Boutique Speech-Language Pathology Services in Accent Modification and Public Speaking
Boutique speech-language pathology services represent a growing area of practice that addresses communication goals beyond traditional remediation. This presentation highlights two complementary service areas: accent modification and public speaking intervention. The accent modification component examines the SLP's role in supporting multilingual speakers who seek improved intelligibility and listener ease while preserving their linguistic identity. It will outline assessment methods and evidence-informed intervention grounded in phonetics, prosody, and motor learning, while emphasizing culturally responsive and ethical practice. The public speaking component explores how SLP expertise in voice, speech clarity, prosody, and pragmatic communication can strengthen speaking confidence and effectiveness. Strategies targeting vocal presence, pacing, articulation, nonverbal communication, and anxiety management will be discussed. Real-world applications and outcome considerations will also be addressed. Overall, this session provides clinicians with practical frameworks to ethically integrate accent modification and public speaking services into boutique SLP practice.

Friday, September 25th, 2026
15:30-16:00

Nusaiba Sallam

Executive Functions in Clinical Practice: Implications for Assessment and Intervention in Children and Adolescents with Communication Disorders
Executive functions (EF) are a set of higher-order cognitive processes that enable individuals to plan, organize, initiate, monitor, and adapt behavior to achieve goals. In clinical practice, EF skills are closely intertwined with language, attention, working memory, self-regulation, and pragmatic communication, making them highly relevant to speech-language pathologists (SLPs). Executive function difficulties often present as challenges with organization, planning, task initiation and completion, time management, working memory, and cognitive flexibility—behaviors that significantly affect academic performance, social participation, and everyday functional communication. These difficulties reflect underlying cognitive processes that influence how individuals use language and manage complex tasks across contexts. Effective assessment must extend beyond observable behaviors to identify which specific executive processes are impaired. Speech-language pathologists are uniquely positioned to evaluate and interpret these deficits, as executive tasks frequently rely on language comprehension, expression, and self-regulated language use. A strong understanding of the evidence base and the intersection between executive function and language supports the development of targeted, functional goals and enhances collaboration with multidisciplinary teams, including occupational therapists, psychologists, and educators. Integrating evidence-based executive function strategies into speech-language pathology practice promotes holistic, functional, and effective intervention that supports students' success across academic, social, and everyday settings. This presentation will comprehensively address evidence-based approaches to assessment, intervention, and clinical practice to support SLPs in managing executive function needs within their caseloads.

Friday, September 25th, 2026
16:15- 17:30

Ahmad Faris Hasan Amro

The Cognitive Neuropsychological Model of Language: Use in Assessment and Treatment

Background: The cognitive neuropsychological model of language is a model commonly used by speech-language pathologists in clinical practice and research. Objectives and Methodology: The different levels and modules of the model will be discussed along with their interactions. Further, ways to utilize this information in choosing the relative assessments to identify the breakdown at each level of the model will be reviewed. In addition, different treatments proposed for each level will be discussed. Recommendations: It is one of the aims of this workshop to facilitate hypotheses formation for the model in Arabic, and to invite collaborations to pursue their investigation.

Keywords: Aphasia, Assessment, Cognition, Language, Neuropsychology, Treatment

Saturday, September 26th, 2026
9:00-9:30

Hia Abdelqader

Beyond One-Size-Fits-All: Using AI to Adapt Parent Education

Families of children who use hearing technology often face barriers to accessing information that is timely, clear, and meaningful. Differences in language proficiency, literacy, educational background, prior knowledge, and familiarity with healthcare, rehabilitation, and educational systems can make essential guidance difficult to understand and apply. These barriers may contribute to delays in follow-through, gaps in support, and reduced family engagement across critical stages of a child's development.This presentation explores how artificial intelligence (AI) can help professionals move beyond one-size-fits-all parent education by adapting existing educational and clinical information to better meet diverse family needs. AI can serve as a practical tool for organizing, prioritizing, condensing, simplifying, and individualizing information with appropriate professional oversight.

Examples from clinical practice will demonstrate how AI can combine fragmented information from multiple sources into more accessible resources, translate complex clinical information into clear and actionable guidance, and adapt materials based on language, literacy, prior knowledge, and family priorities. These examples highlight how AI can help make parent education more usable, relevant, and responsive across different points in the family journey.The presentation will briefly address responsible AI use, including accuracy, privacy, bias, limitations, and the importance of human review. Emphasis will be placed on using AI to support meaningful clinician-family communication while maintaining professional oversight.

Participants will leave with practical strategies for using AI to reduce information overload, improve accessibility, and support more individualized, family-centered parent education for families of children with hearing technology.

Keywords: artificial intelligence, parent education, accessibility, health literacy, family-centered care

Saturday, September 26th, 2026
9:30-9:55

Abdelrahman Ashour

Theoretical Acoustic Analysis of Arabic Morphemes at the Word Level

This study explores the acoustic structure of Arabic morphemes at the word level and highlights its significance for auditory and linguistic development in children with hearing loss, including cochlear implant users. While Arabic morphology has been described extensively in grammatical and phonological terms, its acoustic realization—the measurable sound patterns that convey morphological meaning—remains underexamined.

Using Praat-based analyses of naturally produced words by native Arabic speakers, the study investigates how formant frequencies (F1–F3), duration, pitch contour, and intensity differ across inflectional and derivational morphemes. The results aim to define acoustic signatures for morphemes that signal grammatical information such as tense, number, gender, and case.Understanding these acoustic patterns has direct clinical relevance for auditory-verbal practice. For children with hearing loss or cochlear implants, morphemes often represent the finest auditory distinctions in speech—particularly short vowels, diacritics, and inflectional endings that carry key grammatical meaning but are acoustically subtle. Identifying their spectral and temporal properties provides a scientific foundation for designing targeted listening and speech training, improving morphological perception, and supporting accurate spoken language acquisition in Arabic. This paper thus proposes a theoretical and practical framework for integrating acoustic phonology into auditory verbal therapy model, advancing both linguistic theory and evidence-based auditory-verbal therapy for Arabic-speaking children.

Saturday, September 26th, 2026
9:55-10:10

Hiba Kassir

The impact of the economic crisis and displacement on both Lebanese and non-Lebanese families residing in Lebanon who have children under the age of five.

Background: The early years of a child's life are considered crucial for developing essential skills, and early assessment of developmental difficulties (communication, language or psychomotor difficulties) is making early assessment of developmental challenges—such as communication, language, or psychomotor difficulties— an important health measure during early childhood. Moreover, the socio-economic status of the family may influence the decision for seeking consultation when parents suspect developmental delays in their child.

Aims and Objectives: This research aims to study the impact of the economic crisis and displacement on both Lebanese and non-Lebanese families residing in Lebanon who have children under the age of five. The study seeks to explore the impact of the economic crisis on the quality of parent-child interaction, parents' knowledge on parenting and child development, and parents' decision to seek a specialist consultation when they suspect developmental problems in Lebanese and displaced families in Lebanon. Additionally, it aims to analyze the correlation between parent's knowledge on parenting and child development in Lebanese and displaced families in Lebanon.

Research Methodology: The study sample consisted of 179 participants (distributed across three groups based on family nationality: Lebanese, Syrian, or Palestinian) that were affected by the economic crisis, and had children aged between one and a half and five years. A statistical analysis was conducted by using the Spearman correlation to examine the relationship between three independent variables on the entire sample and within each of the three groups including the severity of the economic crisis within the family, seeking specialized consultation, and the dependent variables: parental knowledge about parenting and parent-child interaction.

Results: The study revealed a significant correlation between the severity of the economic crisis and parental knowledge about parenting and parent-child interaction on the other hand. This correlation was observed in the overall sample of participating families and specifically in the Lebanese and Palestinian groups, but not in the Syrian group.

Conclusion: The economic crisis has negatively impacted the early detection of developmental difficulties in young children among Lebanese, Palestinian, and Syrian families residing in Lebanon. This is evidenced by the correlation observed between the severity of the crisis, parental knowledge about parenting, child development, and parent-child interaction.

Keywords: Early childhood – Early detection – Developmental difficulties – Economic crisis – Lebanon – Displacement

Keywords: Aphasia, Assessment, Cognition, Language, Neuropsychology, Treatment

Saturday, September 26th, 2026
10:10-10:25

Hiba Abu Zaid

The Role of Intensive Summer Programs in Promoting Independence, Daily Living Skills, and School Readiness in Children

This project presents the Summer Camp and Intensive Kids programs implemented at the center to support children's development within a structured and engaging summer environment. The programs focus on promoting independence, strengthening Activities of Daily Living (ADLs), and enhancing school readiness through individualized and play-based activities. Key areas targeted include receptive language, social interaction, behavioral regulation, and functional daily skills such as self-care and following routines. The Intensive Kids program provides additional focused sessions for children requiring greater support. Overall, the programs aim to improve children's independence, functional abilities, and readiness to transition successfully into structured classroom settings.

Keywords: artificial intelligence, parent education, accessibility, health literacy, family-centered care

Saturday, September 26th, 2026
10:25-10:45

Dana Naser & Lubna AlOmari

The Role of Phonological Awareness in Early Literacy Development: Clinical Evidence from a Child Development Center

Phonological awareness is a foundational skill for early literacy development and a strong predictor of later reading and spelling outcomes. This presentation explores the relationship between phonological awareness abilities and early literacy skills in young children receiving services at Atfalona Child Development Center. Drawing on clinical observations and intervention outcomes, the study highlights how deficits in phonological awareness-such as difficulties with syllable segmentation, rhyme recognition, and phoneme manipulation-are associated with challenges in letter-sound correspondence, decoding, and early reading acquisition.

The presentation also discusses evidence-based phonological awareness interventions implemented within a multidisciplinary child development setting and their impact on emergent literacy skills. Particular attention is given to children with speech and language delays and those at risk for reading difficulties. Findings emphasize the importance of early identification and targeted intervention to support literacy readiness. The presentation concludes with practical implications for clinicians, educators, and early childhood professionals, unsderscoring the role of phonological awarenessas a critical component of early literacy programs.

Saturday, September 26th, 2026
11:00-11:20

Sara Adel Abedat & Osaid Ahmed Tala Bani Hamdan

Prevalence of Voice Problems and Their Association with Perceived Stress Among Jordanian Teachers

Teaching is a highly voice-dependent profession, placing teachers at increased risk of voice disorders due to prolonged vocal use, challenging classroom acoustics, and psychosocial demands. This study aimed to estimate the prevalence of self-reported voice disorders among Jordanian teachers and to examine their association with perceived stress levels. A cross-sectional survey was conducted among 322 schoolteachers in Jordan using a structured self-administered questionnaire. Voice disorder status was determined by self-report of any voice problem experienced during the preceding 12 months. Perceived stress was assessed and compared to voice disorder status. The overall prevalence of self-reported voice disorders indicates a substantial burden of vocal problems among teachers. Also, Voice disorder prevalence increased significantly across stress categories, indicating that the association between perceived stress and voice disorders was high. These findings highlight the strong relationship between psychosocial stress and vocal health among schoolteachers and emphasize the need for integrated preventive strategies combining stress management, vocal health education, and workplace-based interventions within educational settings.

Saturday, September 26th, 2026
11:20-11:40

Amani Shalbak, Diala Jarrar

How Sensory Dysregulation Can Affect Speech and Language Development

Speech and language development does not emerge in isolation—it is deeply rooted in a child's sensory experiences. The ability to listen, attend, interpret social cues, regulate emotions, and coordinate oral-motor movements is fundamentally shaped by the way the nervous system processes sensory input. When sensory processing is disrupted, communication can be one of the earliest and most significantly affected domains. Understanding this relationship empowers clinicians, educators, and families to adopt more holistic, evidence-based intervention strategies. As clinicians and educators, our role is not only to build speech and language skills but to create sensory-safe pathways that allow those skills to emerge. When we recognize, respect, and respond to sensory needs, we open the door to stronger communication, deeper relationships, and more meaningful developmental progress.

In conclusion, Sensory dysregulation is not simply a behavioural issue—it is a neurological challenge that directly affects speech, language, learning, and social connection. Children struggling with sensory processing are not resisting communication; they are fighting for regulation in a world that often feels too loud, too fast, or too unpredictable.

Keywords Multidisciplinary Team, Auditory Sensory Processing, Sensory Processing, Sensory Regulation, Language Disorders

Saturday, September 26th, 2026
11:40-12:00

Safa Albustanji

The Power of Social Stories: How Narrative-Based Intervention Shapes Pragmatic and Social Language Skills in Children

As Speech and Language Clinicians, we have highly addressed isolated language skills. We look for approaches that connect meaning with communication, emotion with expression, and understanding with interaction. Among the many therapeutic strategies available today, Social Stories stand out as one of the most evidence-based, and human-centered approaches for supporting pragmatic and social communication development, especially for children who struggle to understand the social world.

At their core, Social Stories are more than simple narratives. They are structured, carefully designed learning experiences that model the complexities of human interaction in a way children can understand, rehearse, and ultimately internalize. A full program already Created by Carol Gray in the early 1990s, Social Stories were originally intended to support individuals on the autism spectrum, and Asperger Syndrome. Today, research shows that their benefits extend far beyond autism, supporting children with pragmatic language difficulties, social communication disorder, ADHD, behavioral challenges, and even language delay.

In conclusion, enrolling more comprehensive interventional approaches into the intervention plan will enhance using the verbal communication among natural situation, and how teaching caregivers enrol more stories in order to improve language and social skills.

Keywords Pragmatic Skills, Social Use of Language, Language Disorders, Narrative Speaking

Saturday, September 26th, 2026
12:00-12:20

Nancy Zeidan Juha

Oral-Feeding Readiness in Preterm Infants: Clinical Indicators, Assessment Challenges, and a Proposed Multidisciplinary Evaluation Model

Oral-feeding readiness is a critical developmental milestone for preterm infants and a key predictor of neonatal outcomes, length of hospitalization, and caregiver bonding. Yet, determining readiness remains challenging due to variability in neuromotor maturity, respiratory stability, and oral-motor coordination. Inconsistent assessment practices may lead to premature initiation of oral feeding or delayed progression, both of which can negatively affect infant safety and development. This abstract aims to highlight core clinical indicators of feeding readiness, outline challenges commonly observed in preterm infants, and propose a structured multidisciplinary evaluation model informed by clinical practice at Caritas Baby Hospital. A practice-based clinical review of preterm infants referred for feeding readiness assessment was conducted through routine neonatal evaluations. Key components of the model include physiological stability, behavioral state regulation, non-nutritive sucking quality, secretion management, endurance, and early responses to oral stimulation. Collaboration with neonatology and nursing teams supported consistent assessment and clinical decision-making. Readiness for oral feeding cannot be reliably determined by gestational age alone. Strong predictors included coordinated suck–swallow–breathe patterns, sustained alertness, adequate tone, and tolerance to gentle oral stimulation. Challenges frequently included respiratory stress, immature reflexes, poor endurance, and difficulty maintaining physiological stability. Following a consistent readiness routine improved team communication and feeding-related decision-making, helping reduce stress during early feeding attempts. A structured multidisciplinary model enhances safety, supports individualized care, and facilitates a smoother transition from tube to oral feeding. Integrating speech-language pathology in early neonatal care is essential for risk identification, caregiver education, and improving feeding outcomes in medically fragile preterm infants.

Saturday, September 26th, 2026
12:20-12:40

Mohammad Nidami

Importance of Pre-Cochlear Implant Rehabilitation for Successful Outcomes

Cochlear implantation provides significant benefits for individuals with severe to profound hearing loss, yet optimal outcomes depend on effective preparation before surgery. Pre-cochlear implant rehabilitation focuses on enhancing residual hearing, developing auditory and speech-language skills, and preparing patients and families for post-implant therapy. This preparation typically involves auditory stimulation, speech and language exercises, counseling, and parent or caregiver education to establish realistic expectations and encourage active involvement in the rehabilitation process. Methodology includes structured, individualized programs tailored to each patient's communication needs, age, and cognitive abilities. Results demonstrate that pre-implant rehabilitation improves readiness for auditory input, accelerates post-implant adaptation, and supports more effective speech and language development. Patients who engage in pre-implant therapy are more likely to experience smoother adjustment to cochlear implants and achieve better long-term communicative and psychosocial outcomes. In conclusion, pre-cochlear implant rehabilitation is an essential component of cochlear implant candidacy. Early intervention, consistent auditory exposure, and active family participation are recommended to maximize the benefits of implantation and ensure successful integration of listening and spoken language skills.

Keywords: Auditory stimulation, Cochlear implant, Early intervention, Hearing loss, Pre-implant rehabilitation, Speech-language development

Saturday, September 26th, 2026
12:40-13:00

Mosa Ahmad Mosabeh Alkhorti

Eating and Swallowing Disorders in Children with Cleft Lip and/or Palate

Cleft lip and/or palate (CL/P) represents a complex congenital anomaly of the orofacial system that may significantly affect feeding, swallowing, and speech development in children. The severity of feeding and swallowing difficulties may vary according to the type and extent of the cleft and can include impaired sucking, decreased oral sensitivity, coughing, choking, nasal regurgitation, excessive air intake, and, in more severe cases, laryngotracheal aspiration. These difficulties may contribute to dehydration, malnutrition, respiratory complications, and considerable stress for children and their families.

This presentation reviews the role of the speech and swallowing specialist in the comprehensive assessment and management of children with CL/P. Key areas of assessment include hearing screening, feeding and swallowing evaluation, facial and oral examination, assessment of velopharyngeal function, and identification of speech sound and compensatory articulation errors. Particular attention is given to velopharyngeal dysfunction and its structural, neurogenic, and learned components, as well as the clinical and instrumental tools used to support accurate diagnosis and intervention planning.

Early identification of feeding, swallowing, and speech difficulties, together with appropriate modification of feeding methods and individualized therapeutic intervention, is essential to reduce complications and improve functional outcomes and quality of life for children with cleft lip and/or palate.

Saturday, September 26th, 2026
14:00-14:30

Mahaba Sa'ed Hasan Alazem & Mariam Walid Mahmoud Naser

Play-Based Therapy and Motor Learning Principles: Bridging Engagement and Practice Dose

Play is a central context for early childhood intervention and is widely valued for promoting motivation, engagement, communication and meaningful participation. At the same time, the treatment of childhood speech motor disorders, including Childhood Apraxia of Speech (CAS), is strongly informed by principles of motor learning, which emphasize sufficient amounts of practice, repeated movement experiences, appropriate feedback, and conditions that support retention and transfer.

This creates an important clinical question: Can play-based therapy provide enough opportunities for meaningful and sufficient speech practice while preserving the principles required for speech motor learning?

Clinicians working with young children often experience tensionbetween maintaining a natural, child-led, engaging therapy environment and providing the high number of practice opportunities commonly associated with motor-based intervention. Traditional drill-based activities may allow clinicians to control practice dose and repetitions more easily, whereas naturalistic play may support motivation, communicative relevance, and variability but can make practice opportunities less predictable.

Current literature provides substantial support for motor learning principles in the treatment of CAS and other motor speech disorders. Research highlights the importance of practice amount, practice distribution, variability, feedback, and the distinction between immediate performance and long-term learning, including retention and generalization. Emerging clinical and research approaches also suggest that play-based activities can be structured to provide repeated practice opportunities rather than viewing play and intensive practice as opposing approaches.

The session does not propose that play-based therapy should replace structured motor-based intervention. Instead, it explores the potential of a continuum in which play can be systematically structured to support principles of motor learning.

Poster 1
14:30-14:35

Ihab Sami Abu Omar

Studies in Children Language Development

During the first three years of life, children go through rapid vocabulary growth. Understanding children's lexical–semantic development in both receptive and expressive domains is essential for identifying typical patterns of vocabulary development, supporting early intervention, designing suitable therapy plans, and establishing culturally and linguistically appropriate assessment tools.

In many languages, early lexical development has been widely studied using parental-report tools such as the MacArthur–Bates (CDI), which provide rich norms and show clear age-related growth in vocabulary and a predominance of nouns. For Arabic, research is more limited: a PA-CDI has been used to model lexical and morphosyntactic growth in Palestinian Arabic, and a CDI based tool has examined lexical development in Kuwaiti Arabic in both typically developing children and late talkers.

However, CDI style tools and normative data are still lacking for Jordanian Arabic, especially with a specific focus on lexical–semantic development.

The present study aims to provide a descriptive profile of lexical semantic development in Jordanian-Arabic speaking children aged 8 to 30 months, based on parents' reports. The focus is on vocabulary knowledge, assessing the words children understand and/or produce and the intelligibility of these words. Using a survey based on a Jordanian-Arabic adaptation of the MacArthur Bates CDI, this study seeks to fill part of the gap in Jordanian Arabic lexical–semantic norms and to offer data that can support speech-language therapists and researchers working with Arabic speaking children.

Poster 2
14:35-14:40

Esra'a Moh'd Ebeidallah

Parental Interaction Behaviors during Shared Story Reading with Children with ASD: A Comparison across Age Groups

Shared story reading is a recognized context for fostering language and social development in children. For children diagnosed with autism spectrum disorder (ASD), parental interaction behaviors—such as asking questions, labeling, expanding, prompting, using gestures, and offering praise—may play a critical role in supporting engagement and communication. Yet, little is known about how these strategies vary across child age groups. This ongoing project investigates parental interaction behaviors during shared story reading with children diagnosed with ASD in two age groups: 5–6 years and 9–10 years. It further explores correlations between child age, parental strategies, child engagement, and perceived language ability. Recruitment and data collection are currently in progress, and preliminary findings will be presented at the conference. Participants include parent–child pairs in which the child has a confirmed ASD diagnosis (via parent self-report). The target sample size is approximately 30 pairs. Children must be aged between 5–6 years or 9–10 years. Parents complete an online survey covering demographics, ASD self confirmation, reading habits, parental interaction behaviors, and ratings of child engagement and language ability. Data will be analyzed descriptively and comparatively between the two age groups. Correlations will be explored between child age, parental strategies, engagement, and language ability. As this project is ongoing, results will be shared once data collection and analysis are complete. Keywords: Autism, Engagement, Interaction, Language, Parents, Story-reading

Poster 3
14:40-14:45

Aseel Mohammed Salem Dimes, Lina Khaled, Renad Abdulrahman

Gender Differences in the Frequency and Features of Infant-Directed Speech Among Parents in Jordanian Society

Infant-Directed Speech (IDS) that also known as Motherese, is a specialized communication style used by caregivers when interacting with infants. Parents intuitively modify their speech when talking to infants: they slow it down, heighten and vary the pitch of their voice, lengthen vowels, and expand the vowel space. These prosodic and segmental adaptations, commonly referred to as infant-directed speech (IDS) and found across a number of languages (Cox et al., 2022), have been suggested to make speech more attractive to infants (The ManyBabies Consortium, 2020) (Rosslund, Hagelund, Mayor, & Kartushina, 2023). IDS includes features that make speech simpler and easier to understand for young children. Which helps them concentrate on speech, communicative intent, and learn the fundamentals of language. Because it helps babies pay attention, connect emotionally, hear speech sounds better, learn new sounds. Since caregivers change their speech based on the baby's age, reactions, and the situation, IDS becomes a flexible, easy way for adults to support a baby's early language and emotional development. Worldwide, Studies from diverse linguistic communities show that caregivers naturally modify their speech when interacting with infants, suggesting that IDS is a widespread human behavior. Researchers highlight IDS as a crucial foundation for understanding how infants learn to communicate, interpret social cues, and how early parent–infant interactions shape later developmental outcomes. Nowadays, People around the world are paying attention because they see that early caregiver speech is essential for normal language development. Most research has focused on parents' speech, while only a few studies have examined how fathers use IDS to help infants communicate. International findings suggest that mothers and fathers may differ in frequency of IDS use, prosodic cues, and linguistic choices. "However, researchers have not yet examined these patterns across different contexts, Within Arabic-speaking populations, research on IDS is extremely limited, and almost no studies have explored gender-based differences or how caregivers adjust their speech across everyday interactions. In Jordan, the lack of research indicating there is very little data to help us understand how parents communicate with infants during early language development. This lack of evidence shows that we need more research comparing the IDS patterns of mothers and fathers in Jordan. especially in frequency, sound features, language use, and how they react to infants' sounds. This study is important as it is the first research on how Jordanian mothers and fathers use IDS. By comparing both parents, the study helps clarify how early language input varies by gender and how these differences may influence infants' communication experiences. The findings can help early-intervention and parent-coaching programs by showing the importance of talking with babies and encouraging both parents to be more involved in early development. Given the limited evidence on how parents in Jordan use Infant-Directed Speech, and the absence of studies comparing mothers and fathers. there is a clear need to investigate how caregivers adjust their speech during early development. Understanding these differences is essential for identifying the nature of early language input infants receive and for clarifying the unique contributions of each parent. Therefore, this study aims to examine gender differences in the frequency, prosodic–acoustic features, and linguistic characteristics of Infant-Directed Speech among Jordanian parents of children aged 0–24 months. To explore these questions and address the identified gap, the present study implements a structured survey designed to capture how Jordanian mothers and fathers communicate with their infants in daily contexts. The following section outlines the research design, participants, survey instrument, and procedures used to collect and analyze the data.

Poster 4
14:45-14:50

Areej essam Barghouthi, Layan wassem abujubara, Rama emad shahin

Speech-Language Pathologists' Perceptives on Bilingualism and it's implications for Bilingual Families in Amman, Jordan

Bilingualism has become an increasingly common phenomenon worldwide, particularly in multicultural and multilingual contexts. In Jordan, and specifically in Amman, many families raise children in environments where Arabic coexists with English, French, or other languages. This linguistic diversity presents both opportunities and challenges for children's language development, as well as for the professionals who support them. Speech language pathologists (SLPs) play a critical role in guiding families through decisions about language use, offering advice that can shape children's educational and social trajectories. Research in language development has consistently highlighted that bilingualism does not inherently cause language delays; rather, it can enrich cognitive flexibility, cultural identity, and communication skills. However, misconceptions persist among parents and sometimes even among professionals, leading to conflicting advice about whether families should maintain two languages or prioritize one. In contexts like Amman, where bilingual education and global communication are highly valued, understanding the perspectives of SLPs is essential. Their beliefs and recommendations influence parental practices, children's exposure to languages, and ultimately the developmental outcomes of bilingual children. This study seeks to survey SLPs in Amman to explore their opinions on bilingualism and the advice they provide to bilingual families. By examining their beliefs, clinical experiences, and guidance strategies, the research aims to identify areas of alignment or divergence with current evidence-based practices in bilingual language development. The findings will contribute to a clearer understanding of professional attitudes in Jordan, highlight potential gaps in training or resources, and inform future efforts to support bilingual families more effectively.