

Title: The music perception, experiences and attitudes of a first cohort of prelingually-deaf adolescents and young adult CI recipients.

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Abstract: Although cochlear implants have been designed primarily to transmit salient features of speech, music is also a prevalent and socio-culturally significant form of communication; thus, CI users are likely to be exposed to music regularly. Unfortunately, CIs are technically ill suited for transmitting several key structural features in music (e.g., pitch, timbre). Have the technical limitations of the CIs resulted in limited or less satisfactory music experiences for adolescent CI users whose auditory development has been primarily through electrical hearing? This presentation will focus on the musical engagement (participation and attitude) of pediatric CI recipients who were implanted during early childhood and who have reached age 15 or older. Data from a questionnaire administered to pediatric CI users enrolled in our clinical center will be reported. Information will include involvement in and attitudes toward music in school, the community, and in the home; social affiliation (hearing, Deaf, both) and mode of communication (oral, manual, both). Familial involvement in music and perceptual accuracy for music will be examined as possible factors that contribute to musical enjoyment and involvement. Comparisons will be made with data from prior studies of persons with hearing loss who were non-CI users.

Biosketch: Kate Gfeller, Russell and Florence Day Chair of Liberal Arts and Sciences, is Professor in the School of Music and the Department of Communication Sciences and Disorders at The University of Iowa in the United States. She is a member of the Iowa Cochlear Implant Team at the University of Iowa Hospitals and Clinics, Department of Otolaryngology—Head and Neck Surgery. She has been involved in research and clinical initiatives regarding music perception, enjoyment, and (re)habilitation of adult and pediatric cochlear implant and hearing aid users for 30 years. Her research has been funded by the National Institutes of Health and the Office of Special Education and Rehabilitation. She has authored or co-authored 8 textbooks and 110 book chapters and articles, and she has presented research and clinical presentations throughout the United States and in 23 different countries.

Learning Objectives/Learners will be able to:

1. identify the impact of familial attitudes and involvement in musical engagement of prelingually deaf cochlear implant users who have reached adolescence or young adulthood;
2. describe forms of musical engagement preferred by adolescent and young adults who use cochlear implants; and
3. contrast the musical engagement of cochlear implant users with prior studies of deaf individuals who do not use implants.