



UNIVERSITY OF
SOUTH CAROLINA

PARENT PERCEPTIONS OF AUDIOLOGY AND
SPEECH-LANGUAGE SERVICES AND SUPPORT FOR
YOUNG CHILDREN WITH COCHLEAR IMPLANTS

Patrick Michael Kelly

Outline

- Imagine ...
- Primary research objective
- Instrument
- Study Design
- Results



Challenge Questions

- Why focus on audiologists and speech-language pathologists?
- What services and supports do parents of young deaf children with CIs want from their audiologists and speech-language pathologists?

Primary Research Objective

- To measure parents' perspectives of audiology and speech-language services and support for young children with cochlear implants (CI).
 - a) amount of services
 - b) on dimensions of importance & satisfaction with services and support
 - c) on extent and importance of family-centered practices (FCP)
 - d) the overall impact of support



Instrument

My Views on Services - Modified

- Original MVOS – University of Manchester - reliability and validity data (Young, Gascon-Ramos, Campbell, & Bamford, 2009)
- Modified to target parents of young children with CIs
- Focused on audiologists & SLPs
- Added 3 CI-specific items



My Views on Services - Modified

- 25 items related to early intervention services on two dimensions – importance and satisfaction
- 18 items related to family-centered practice on two dimensions – extent and importance
- Overall impact of services



The Study

- Population – parents of children 2 – 6 years
Minimum of 1 year of CI use
- Sampling– 3 clinics, 3 schools (deaf students),
2 parent support organizations
- Online survey administration March – July

Results

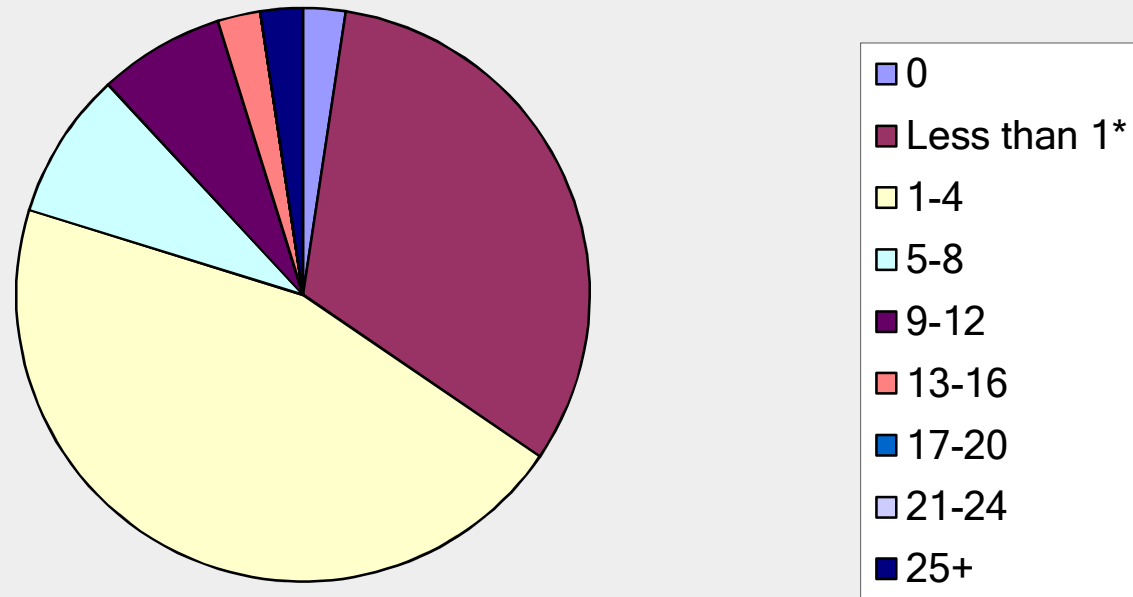
- Demographics
 - $N = 84$ for at least partial completion; $n = 71$ for total completion of survey
 - Participants from around the US (20 states)
 - Trends Identified
 - 80% implanted with CI ages 2 or younger
 - nearly 75% aged 4 or older at time of survey
 - 96% of sample were “hearing” parents
 - Respondents were primarily mothers who attended college; identified themselves as Caucasian

Amount of Services

- Approximately 45% of sample received audiology services on average from 1 to 4 hours per month
- Approximately 75% of sample received speech-language services on average from 1 – 16 hours per month

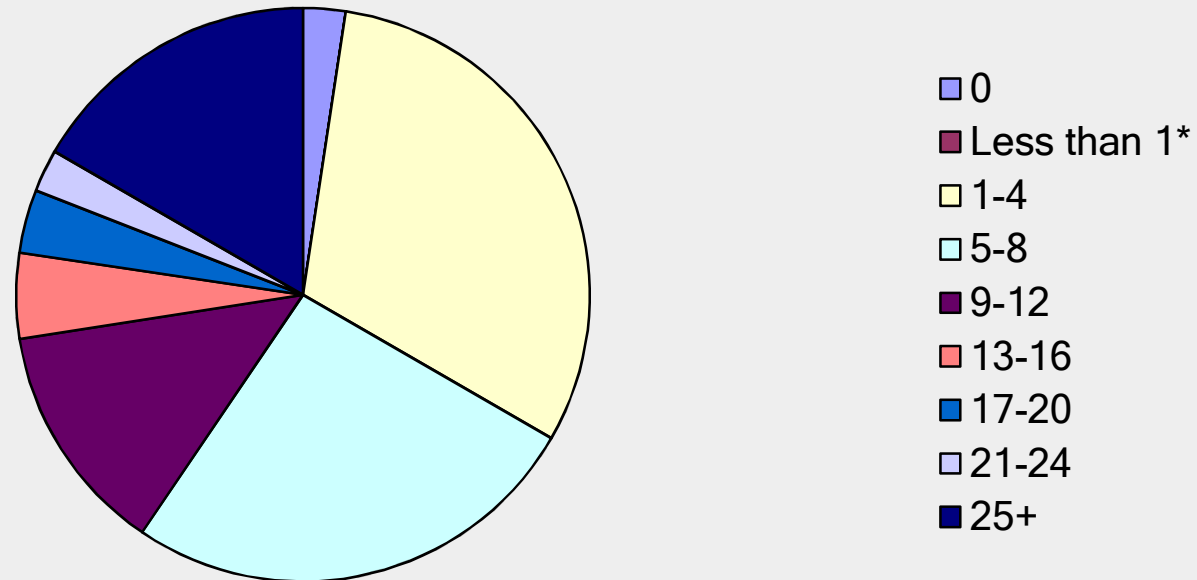
Amount of Services - Audiology

Over the past year how many hours of audiology services on average did your child receive per month?



Amount of Services – Speech Language

Over the past year how many hours of speech-language pathology services on average did your child receive per month?



Service Provider Characteristics

Characteristic	Yes	No	Unsure
AVT Certification (at least one clinician)	65% (<i>n</i> = 55)	20% (<i>n</i> = 17)	15% (<i>n</i> = 13)
Member of original implant team (either clinician or both)	70%* (<i>n</i> = 61)	22%* (<i>n</i> = 19)	6%* (<i>n</i> = 5)

*rounded

Parents' Top Ratings for Importance

- Help with listening & spoken language
- Help with child's communication skills
- Comprehensive assessments
- Child's needs and potential
- CI functioning & repair
- CI failure and recalls



Parents' Top Ratings for Satisfaction

- Help – encourage child's communication skills
- Comprehensive assessments
- Help – child's listening & spoken language
- Information on CI functioning & repair
- Information on how to communicate with child



Extent of Family-Centered Practices (FCP)

- Safe and caring atmosphere
- Optimistic view of future
- High expectations
- Working in partnership
- Treating you as individual (not just as a parent of a deaf child)
- Answering questions fully

Importance of Family-Centered Practice (FCP)

- Enough time – not rushed
- Answering questions fully
- Safe and caring atmosphere
- Working in partnership
- Optimistic view of future
- Trusting you as “expert”



Overall Impact of Support

Positive Difference Made by Audiologists and SLPs in Past Year

	Not at all n (%)	n (%)	n (%)	Very Much n (%)	n (M)
Your child	0 (0.0)	2 (2.8)	4 (5.6)	66 (91.7)	72 (3.89)
Yourself	0 (0.0)	3 (4.2)	14 (19.4)	55 (76.4)	72 (3.72)
Your family (e.g., partner, siblings)	3 (4.2)	7 (9.7)	18 (25.0)	44 (61.1)	72 (3.43)



Key Findings – Quantitative Data

- Parents expressed high and positive overall satisfaction with services and support
- Range between high and low means is moderately narrow for importance & satisfaction
- Preference for services directly impacting child
- Communication emerged as top priority



Key Findings – Quantitative Data

- Parents value CI technical knowledge
- Parents also value “soft” clinical skills (e.g., listening, validating, creating safe atmosphere)
- Qualitative data add perspective on services for child and support for parents
- Range of high to low means for extent and importance of FCP is narrow



Key Findings - Qualitative Data

- 58 responses organized into 6 thematic categories. Examples:
 - “Would not have been able to do it without them. No clue where to begin this journey”
 - “They taught me, guided me, comforted me, gave me confidence”
 - “They gave us the tools and put us to work”
 - “Their willingness to support our decisions”



Reference & Contact Information

- Young, A., Gascon-Ramos, M., Campbell, M., & Bamford, J. (2009). The design and validation of a parent-report questionnaire for assessing the characteristics and quality of early intervention over time. *Journal of Deaf Studies and Deaf Education*. 14(4), 422-435.
doi:10.1093/deafed/enp016
- Patrick Michael Kelly, Ph.D.
Programs in Special Education
University of South Carolina pmkelly@mailbox.sc.edu