

National Public Input on Deaf Education: Sharing Results Focusing on the Impact of Early Hearing Detection and Intervention for EHDI Services Nationwide

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Financial and Nonfinancial Relationships



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- Clerc Center Overview
- Public Input:
 - Overview
 - Findings
- Implications



Deaf Schools. Deaf Education.

Serving Families and Professionals Nationwide.



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Mandated by the Education of the Deaf Act

Through the EDA, the Clerc Center is required by the United States Congress to “establish and disseminate priorities for their national mission with respect to deafness-related research, development, and demonstration activities that reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs.”

Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.

Public Input Survey

Public Input 2017-2018: Survey
Design and Development

PUBLIC INPUT A NATIONWIDE SURVEY

The Clerc Center is mandated by the Education of the Deaf Act “to establish and publish priorities for research, development, and demonstration through a process that allows for public input.”

Take our online survey if you are a:

- Parent/caregiver
- Educator
- Service provider
- Administrator

What do you think are significant barriers facing deaf and hard of hearing students from birth through high school in the United States?

ASL

English

Spanish

Chinese

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Demographics

Survey Question

- ✓ “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?”
- ✓ 14 barriers to choose from
- ✓ Space provided for elaboration on barriers selected

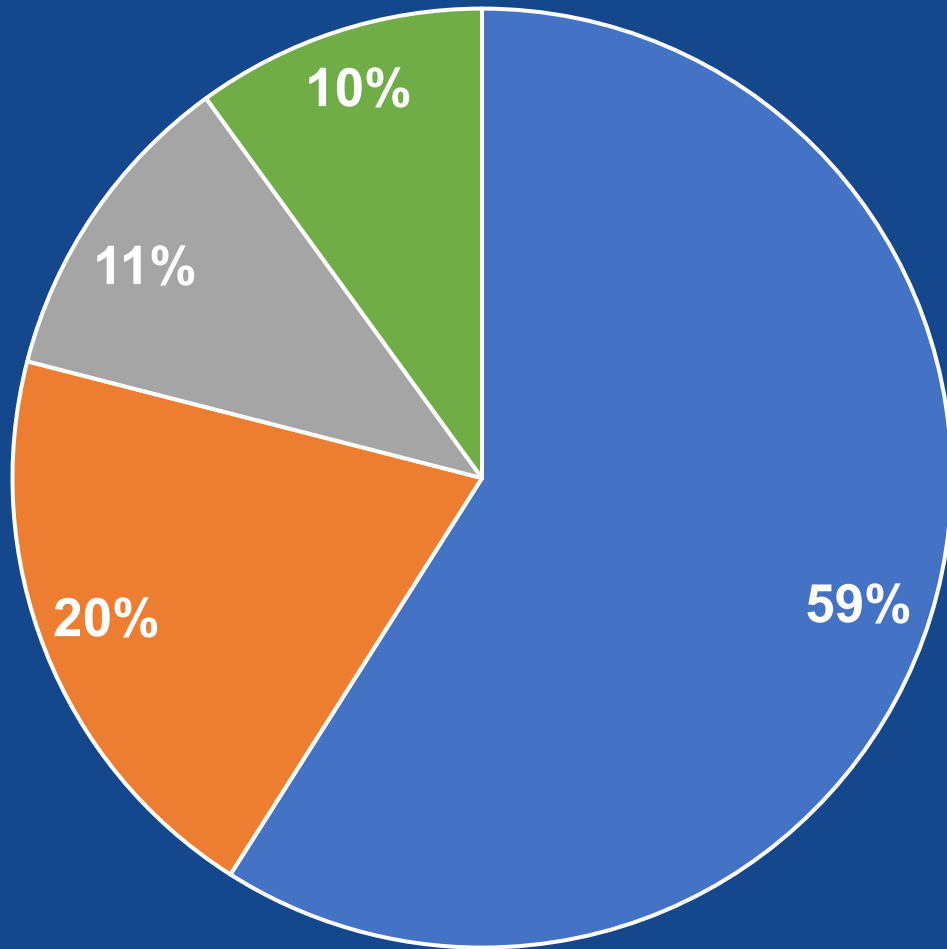
Translated into
ASL, Spanish,
Arabic, and
Mandarin



Interested stakeholders:
Professionals, parents,
and consumers

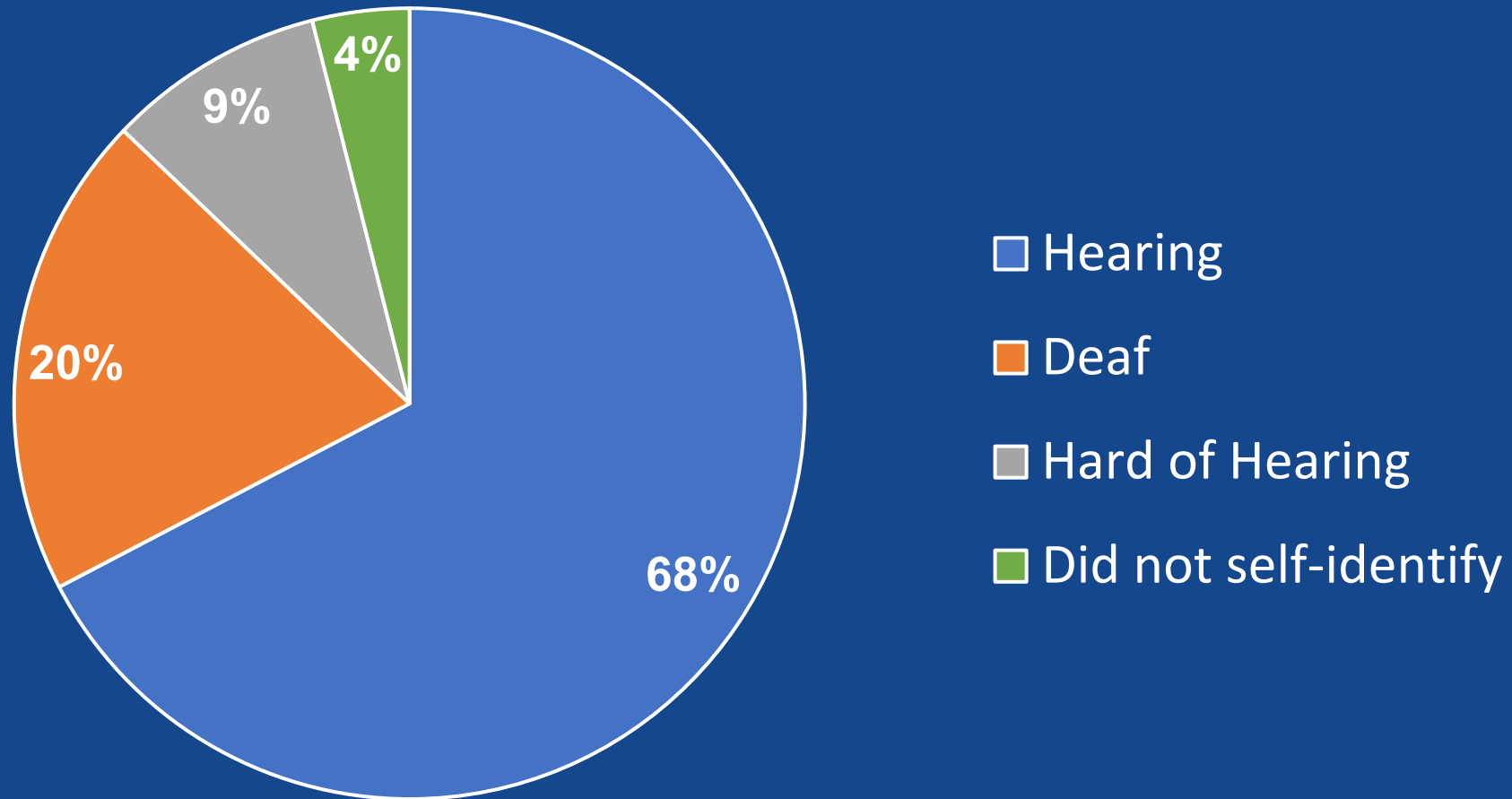


Total # of Respondents – 1,438

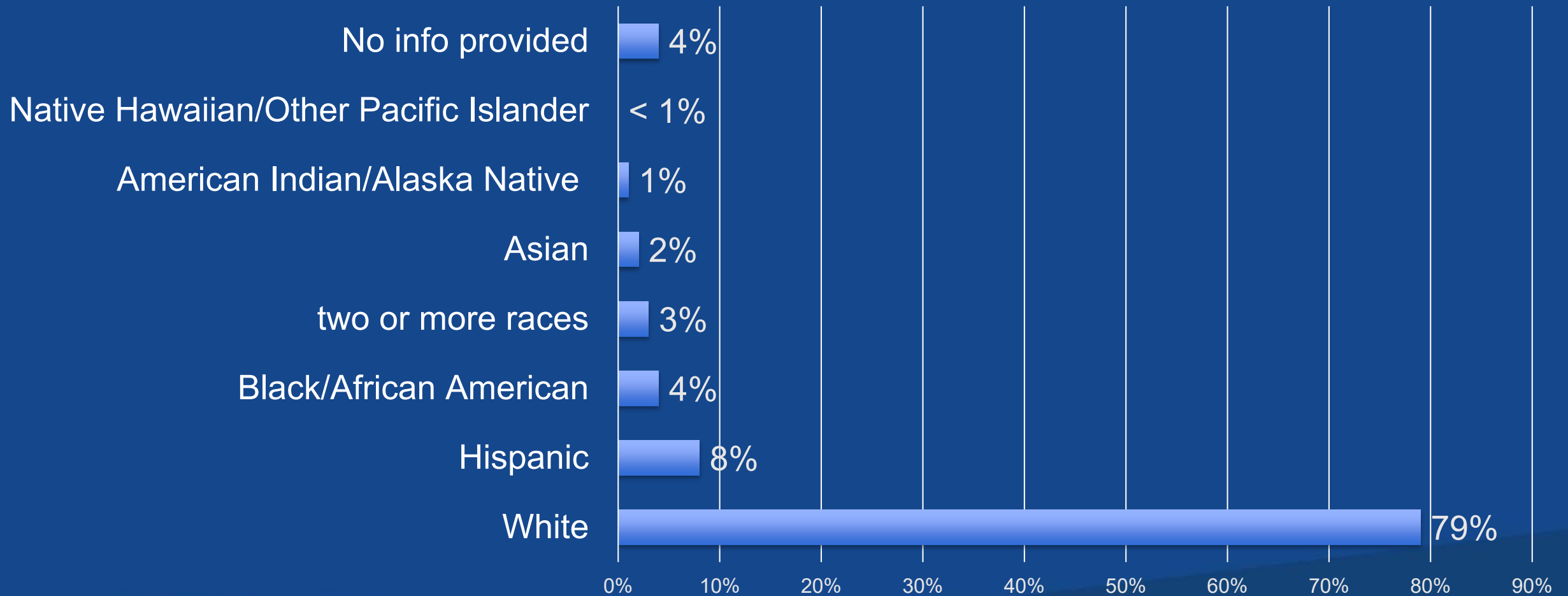


- Professionals
- Parents
- Parent-Professionals
- Either none of the above or unknown

Respondents Self-identify as...

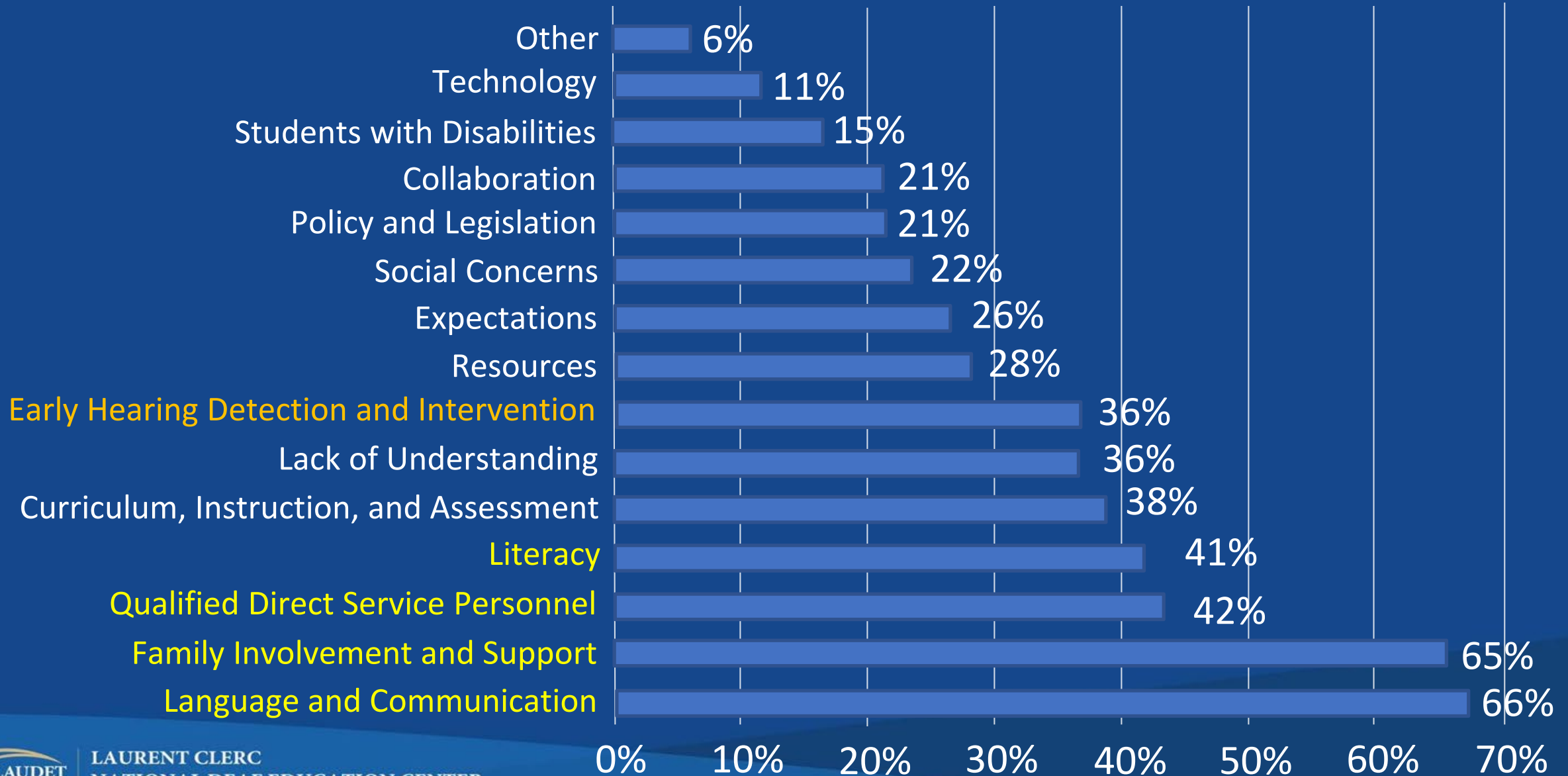


Respondents' Race/Ethnicity



Barriers Reported by Respondents

Public Input:
Quantitative Findings



Early Hearing Detection and Intervention Definition

“Early hearing detection and intervention: Issues and needs regarding knowledge, access to, and follow-up with the qualified professionals/service providers for early hearing detection and intervention services, including curriculum/instruction/assessment, for parents/families and their young children, between birth through pre-school, who are deaf or hard of hearing.”

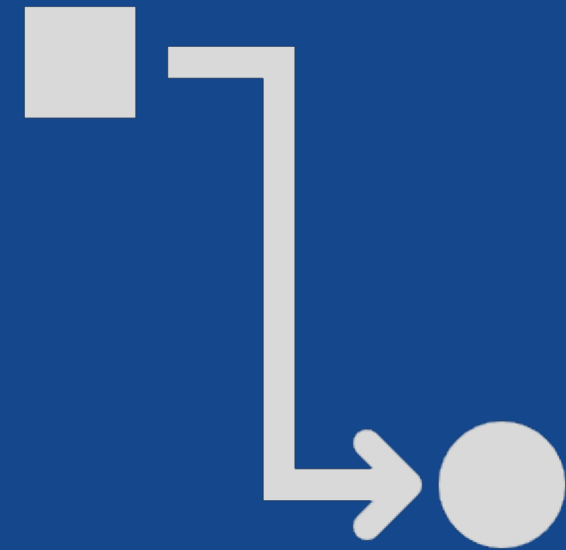
Early Hearing Detection and Intervention

8 themes identified:

1. Impact of Early Detection and Intervention
2. Failure to Identify Early
3. Respondents' Language Beliefs
4. Loss to Follow-Up
5. Need for Parent/Family Education
6. Educational Resources for Parents/Families
7. Access to Qualified Professionals
8. Policy, Legislation, Funding



Impact of Early Detection and Intervention



Impact of Early Detection and Intervention

Public Input: Qualitative Findings, Quotes

*“I am a 3-21 public school teacher and I can't tell you how many times I have received a case of a 3-year-old who hasn't any language due to lack of EI services.”...
[professional]*

“Early access to communication through detection and intervention is necessary to ensure critical language development periods aren't missed.”

Failure to Identify Early



Failure to Identify Early

“... With late identification, developing a communication system and language acquisition are delayed. Thus, the child has a delay in all learning. The biggest issues I experience with early detection is not the child that is profoundly deaf; it is the child that has a mild to moderate hearing loss. They often miss information and because the speech is understandable, it goes undetected until mid-late elementary years.”

Respondents' Language Beliefs



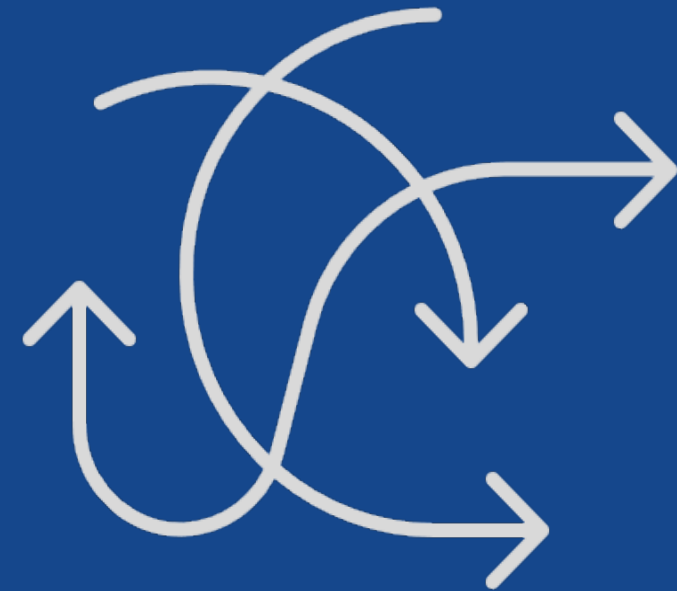
Respondents' Language Beliefs

“ASL should be readily available, and encouraged, for all children up until and past the age of 5.”

“... We still have camps of opposing views that prevent collaboration and full comprehensive information from reaching parents during the critical early years of children's lives.”

“Children who receive early cochlear implants and auditory-verbal therapy excel and achieve grade-level literacy or above if their cochlear implants are maintained and if their parents follow through at home.”

Loss to Follow-Up



Loss to Follow-Up

“Infants in foster care frequently don't get rescreened and the hearing isn't discovered until much later”

“Early detection programs often fail to follow through completely, especially due to poor collaboration with family and physician.”

“... About half the families that eventually come to our program haven't been able to access 0-3 programming ... due to funding, transportation, and use of a different home language”

Need for Parent/Family Education



Need for Parent/Family Education

“In early intervention, families struggle to understand the impact of hearing loss on their children, especially those with mild loss or unilateral loss.”

“... Family involvement and support—Where do parents go to get help understanding the lack of incidental learning that affects language and communication? What are the next steps for parents after they learn their baby has a hearing loss?”

Educational Resources for Parents/Families



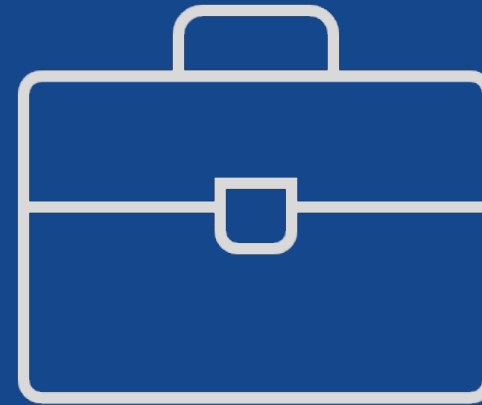
Educational Resources for Parents/Families

Public Input: Qualitative Findings, Quotes

“I teach in[state], and I feel our state is providing very good services for our students who are deaf or hard of hearing. Even with Early Hearing Detection and Intervention and our Deaf Mentor program, many families still need more resources for language and communication.”

“Children from lower socio-economic backgrounds and families that are Hispanic do not receive early interventions, inadequate amplification and early language interventions, and bombardment of any language, Spanish, English, or ASL.”

Access to Qualified Professionals



Access to Qualified Professionals

“... Early intervention does not have enough qualified D/HH professionals or speech-language pathologists who are comfortable working with children with hearing loss.”

“Early childhood intervention staff are not well trained in working with children who are D/HH, and this can create problems with IFSP meetings, outcomes, and developmental services to children and families.”

Policy, Legislation, & Funding



Policy, Legislation, Funding

“Early intervention strategies need to be legislatively funded. There should be seamless transition from 0-3, 3-5, K-12. Standards for educators for direct communication proficiency need to be developed, assessed, and adhered to.”

“... we need policy when a child is born or lost hearing at a certain age to connect with a center that provides resources and support from birth to young adult.”

Conclusion

Respondents' key areas



- Streamlined and comprehensive EHDI system for ALL families
- Impact of language bias and beliefs on delivery and resources
- Need for
 - Families to be informed, supported, provided with resources, and involved in EHDI
 - Qualified and trained professionals with expertise working with deaf and hard of hearing children
 - Legislation and policies to improve EHDI

Implications and What's Next

Applications

- EHDI stakeholders:
 - Use this data to drive and support EI programs throughout the U.S.
 - Provide different perspectives on EHDI nationwide
 - Encourage reflections on work
- Clerc Center:
 - Support the development and dissemination of resources
 - Transform how we approach PI work

Main link: <https://clerccenter.gallaudet.edu/>

- [Online training for families on bilingual/bimodal language acquisition \(birth to age 5\)](#)
- [Early Intervention Network: Supporting Linguistic Competence for Children Who are Deaf or Hard of Hearing](#)
- [Setting Language into Moton](#)
- [Fifteen Principles for Reading to Deaf Children](#)
- [Odyssey](#)



Information

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For more Information:

<https://clerccenter.gallaudet.edu/national-resources/>