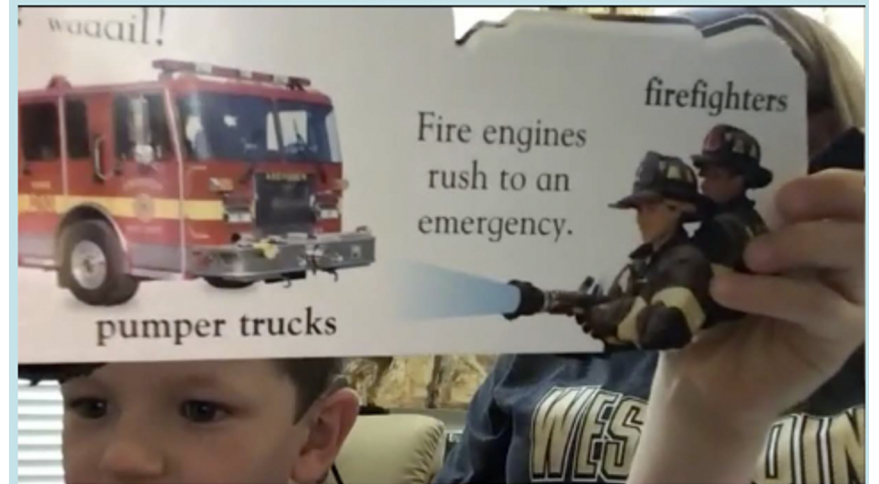


Parent and Provider Perspectives in Serving Children who are Deaf or Hard of Hearing using Tele-Intervention

NCHAM Tele-Intervention Learning Community



Project Authors

Lauri Nelson	Utah State University	Logan, UT
Pam Dawson	hear ME now	Portland, ME
Amanda Rudge	Moog Center for Deaf Education	St. Louis, MO
Betsy Moog-Brookes	Moog Center for Deaf Education	St. Louis, MO
Arlene Stredler-Brown	Colorado Dept of Human Services	Boulder, CO
Cheryl Broekelmann	St. Joseph Institute for the Deaf	St. Louis, MO
<i>*TI Learning Community Members</i>		

Introduction

- Newborn hearing screening - Timely Diagnosis
- Parents of children who are DHH may wish for their child to develop and use Listening and Spoken Language (LSL), American Sign Language (ASL), or a combination of both
- Development of the child's first language is best supported by a provider who has skills and expertise to facilitate parents' priorities for their child and family.
- Consistency of evidence-based family-centered services through parent coaching, for implementation within family daily routines.

**Tele-
Intervention**

Convenience

Accessibility

Expertise

Survey Participants

Parents

- N=66
- 73% TI; 27% In-person

Professionals

- N=144
- 85% TI; 15% In-person

Data collected March – May 2020

The Covid-19 Pandemic!

- 31% - More than 3 months
- 69% - Less than 3 months

- 34% - More than 3 months
- 66% - Less than 3 months

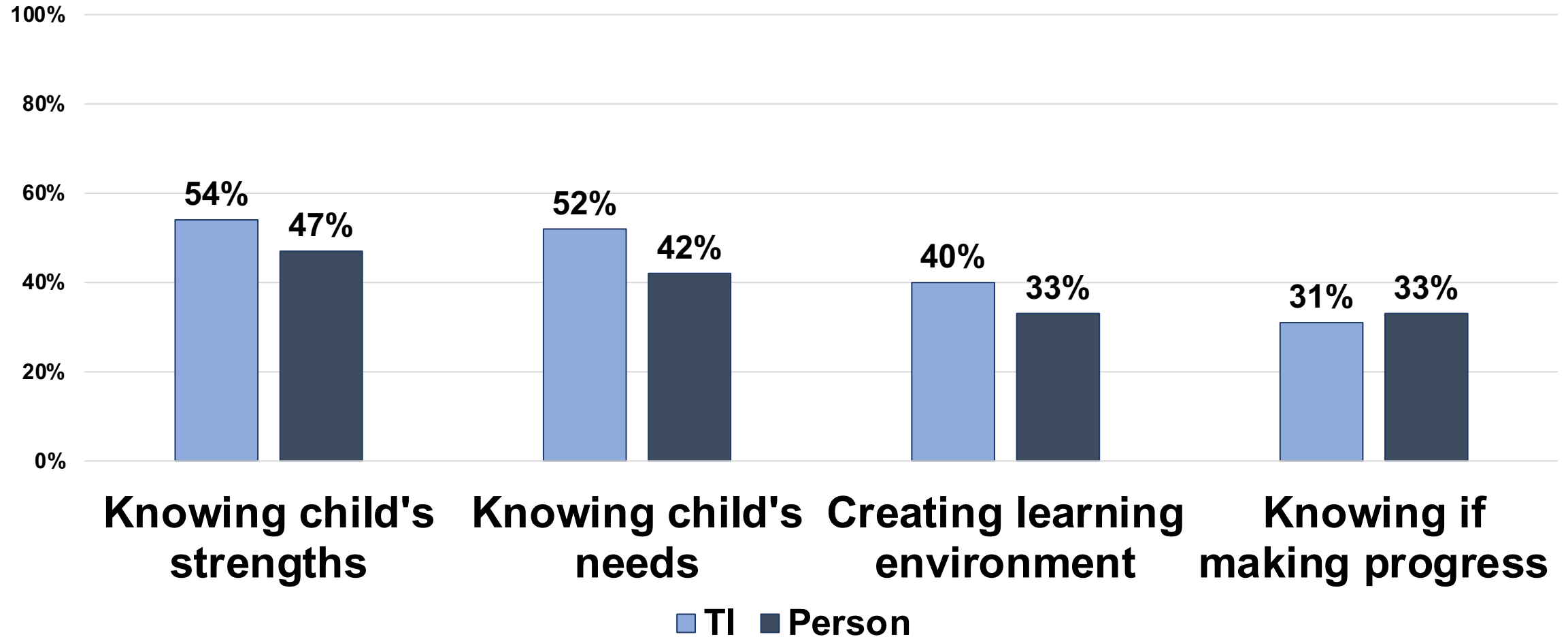
Perceptions of Parents

Survey Highlights

- *The definition of parents, caregivers, and families encompasses a rich variety of circumstances, cultures, and individual details. The term “parents” is used throughout the presentation but is inclusive of all caregivers and family constructs.*

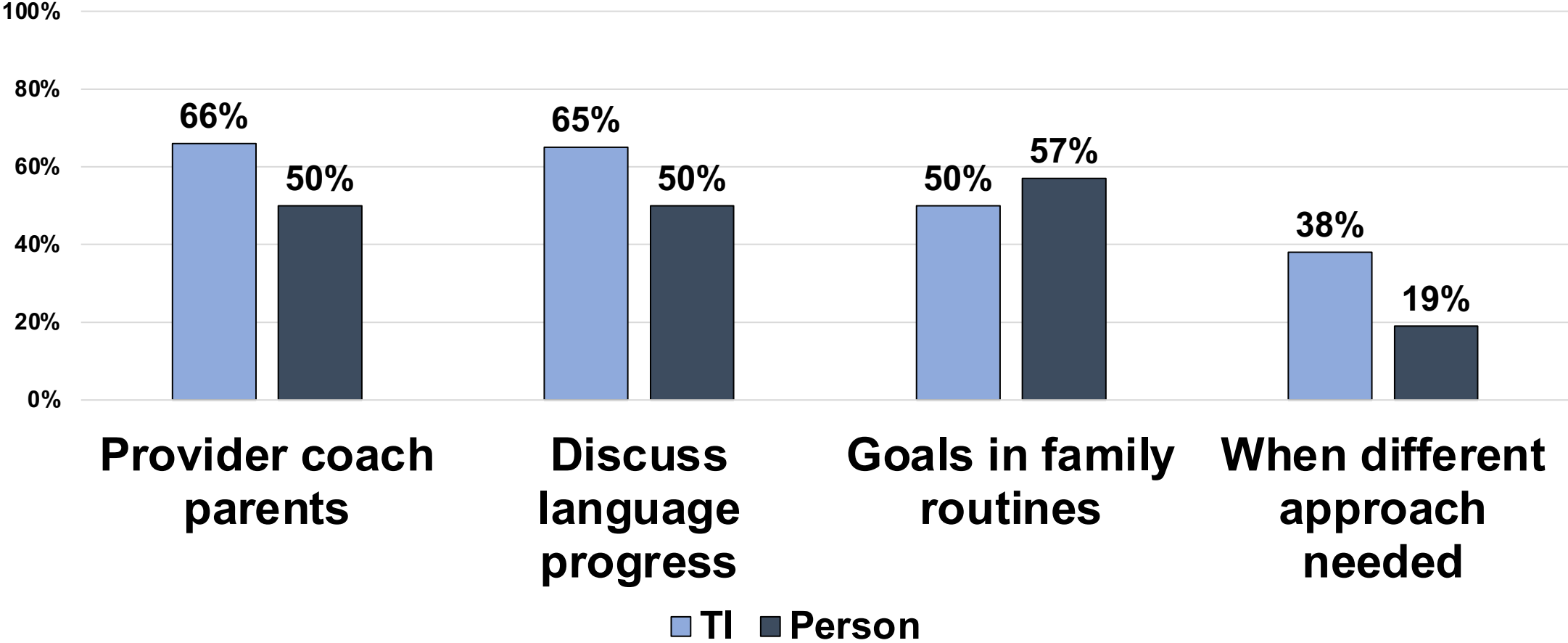
Parent Confidence

Percentage of parents who were *very confident* in:



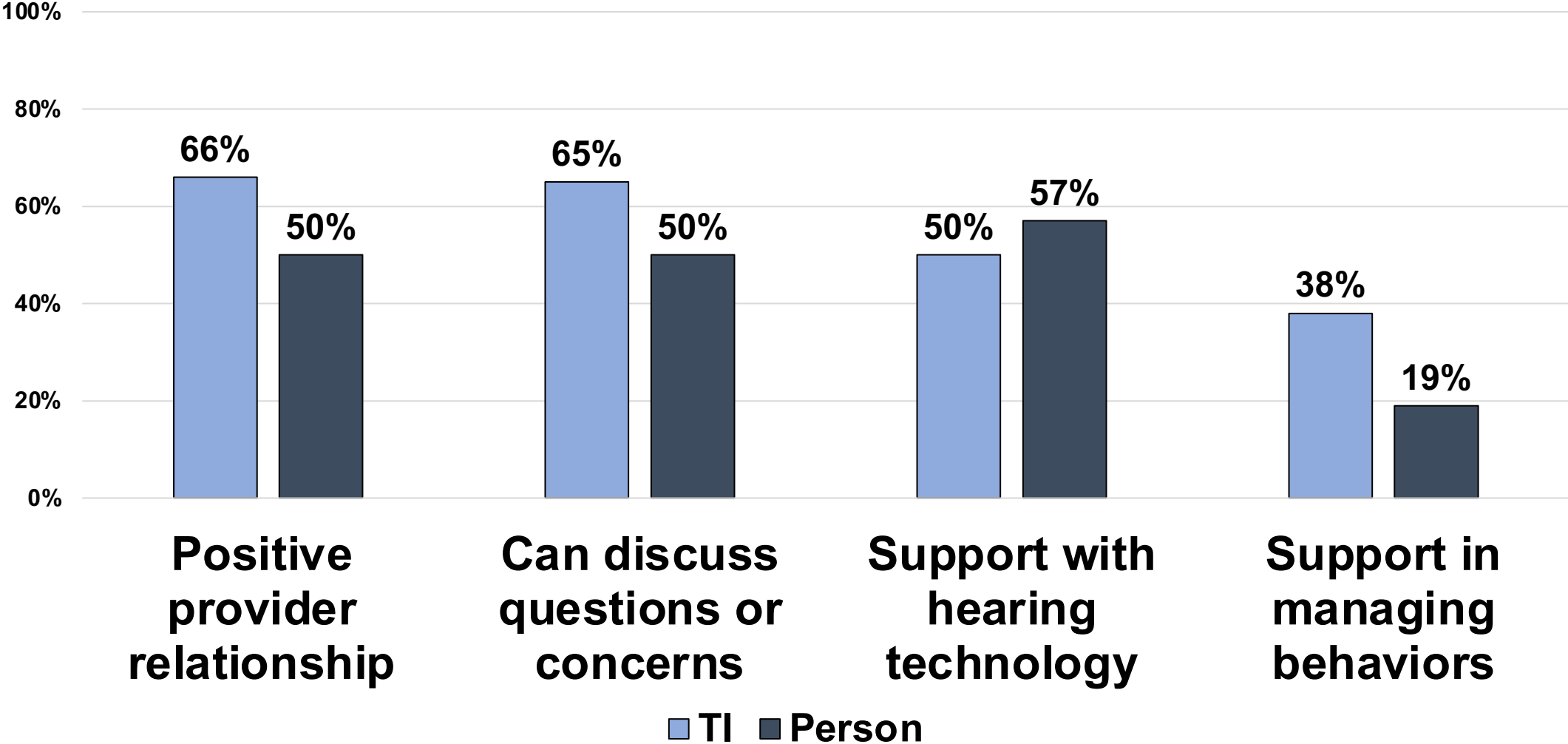
Parent Perceptions of Coaching and Support

Percentage of parents who reported activities occurred *nearly always*:



Parent-Professional Partnership

Percentage of parents who *strongly agreed* their sessions included:



Analysis

- Large difference in group sizes
- The internal consistency of the confidence scales were evaluated using Cronbach's alpha; items were sum-scored to create a continuous outcome.
- Independent sample t-tests were used to examine the confidence, coaching and support, and the parent-professional partnership based on in-person versus TI-services, as well as if the length of time (< or > 3 months) affected findings.

Analysis

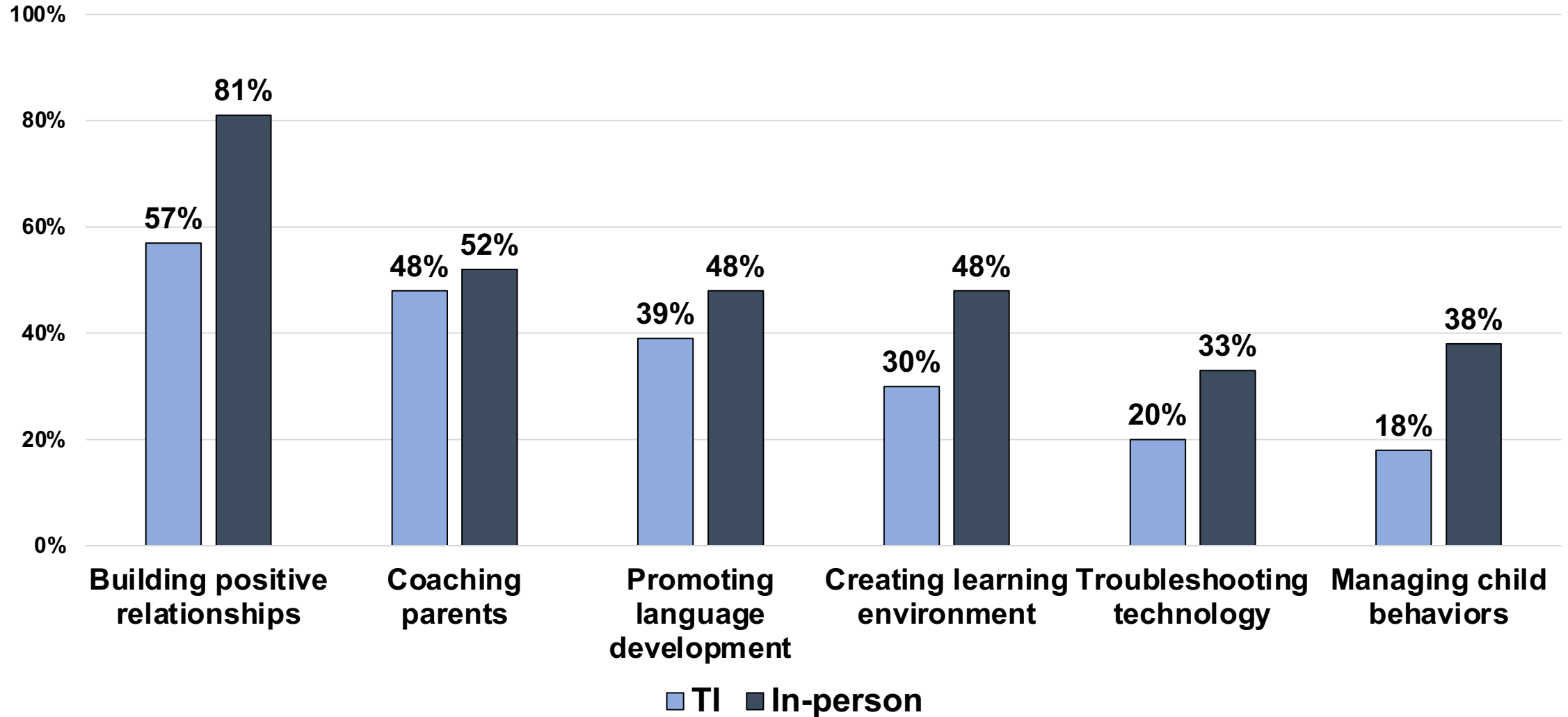
- Parent Confidence
 - No significant differences between TI services and in-person services
 - No significant differences between TI services for < or > 3 months
- Coaching and Support
 - No significant differences between TI services and in-person services
 - No significant differences between TI services for < or > 3 months
- Parent-Professional Partnership
 - No significant differences between TI services and in-person services
 - No significant differences between TI services for < or > 3 months

Perceptions of Professionals

Survey Highlights

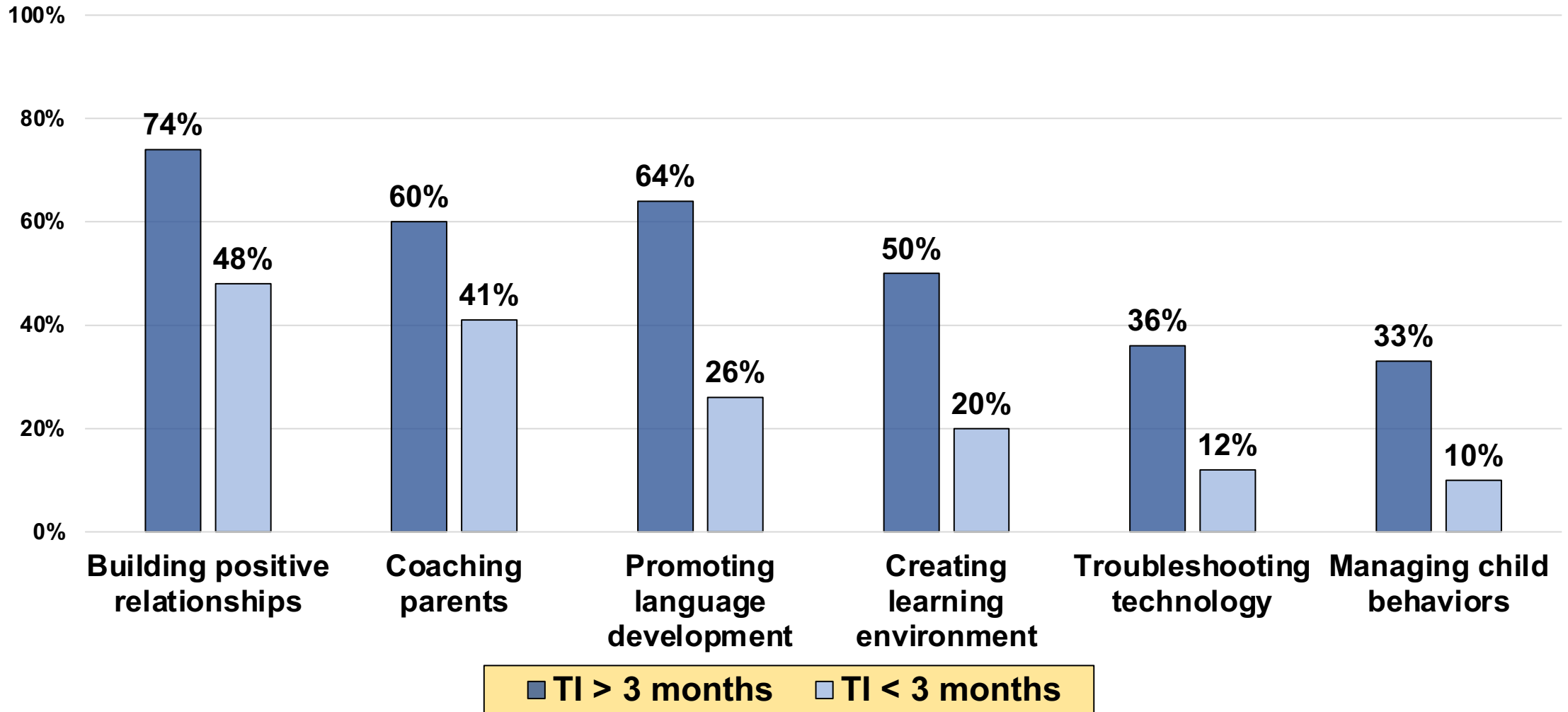
Provider Confidence

Percentage of providers who were *very confident* in:



Provider Confidence

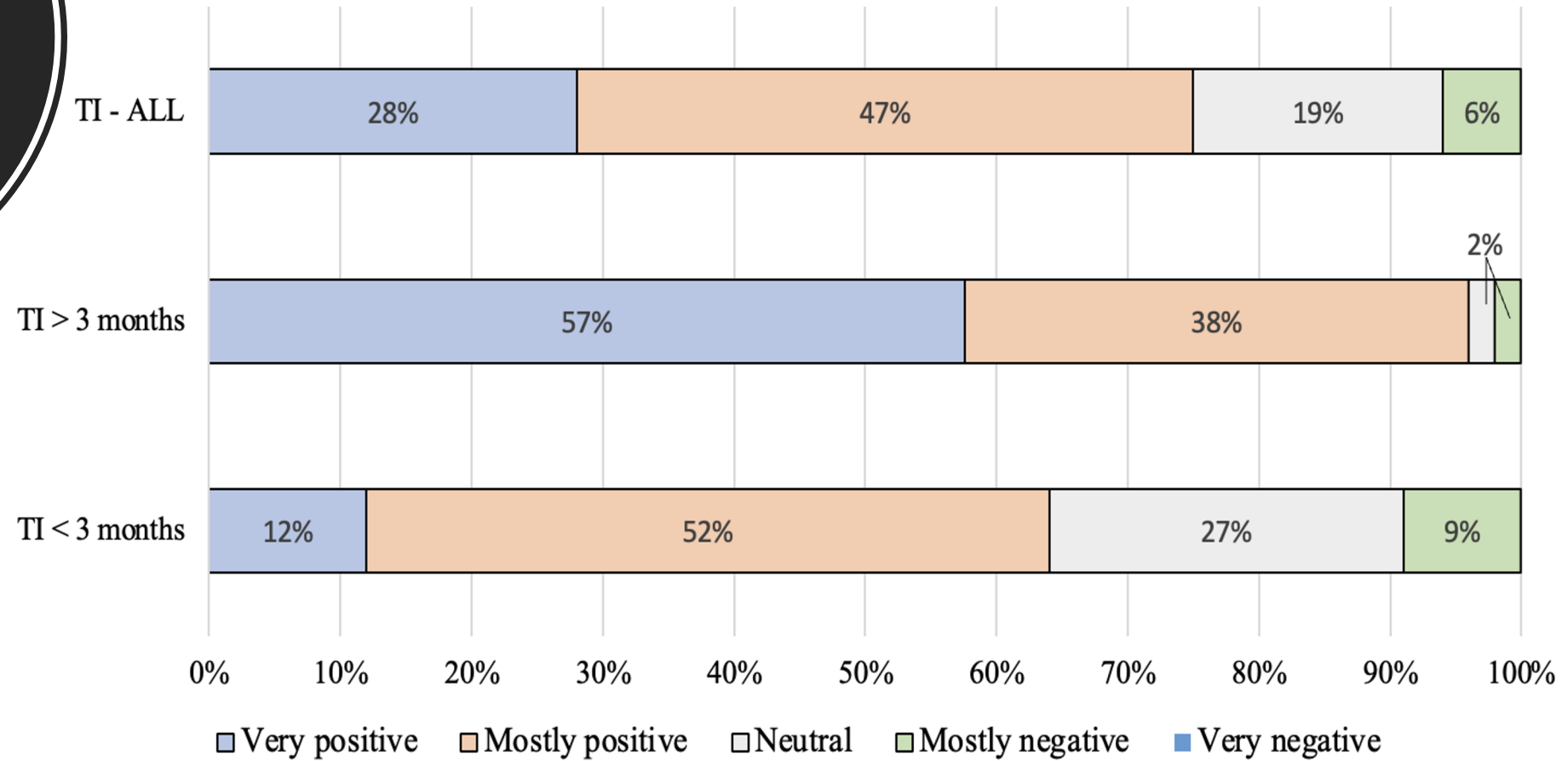
Percentage of providers who were *very confident* in:



Analysis

- There **was a significant difference** in confidence of in-person providers compared to TI providers (in-person providers more confident than TI providers).
- There **was a significant difference** in confidence of TI providers with more than three months experience compared to providers with less than three months experience (more than three months' experience were more confident)
- There was **not** a significant difference in confidence of TI providers with more than three months compared to in-person providers.

*“How Do You
Feel About
Providing TI
Services?”*



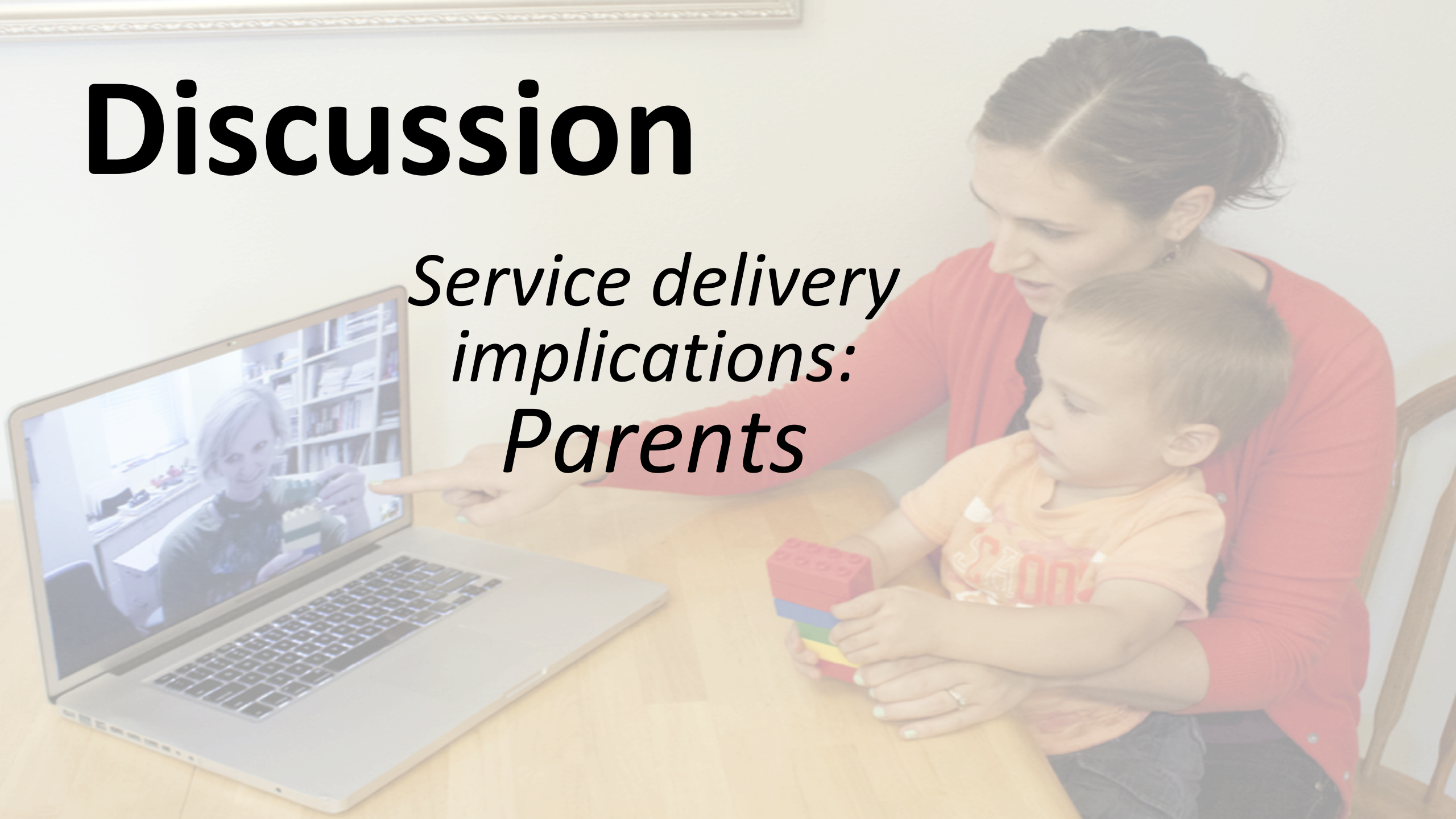
Discussion

*Service delivery
implications:
Providers*

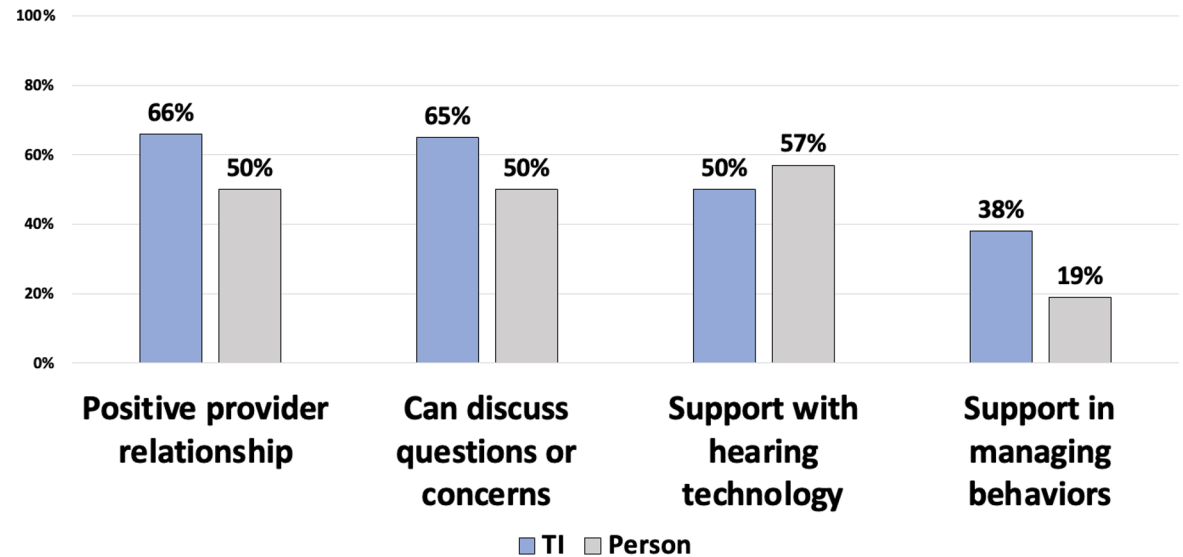


Discussion

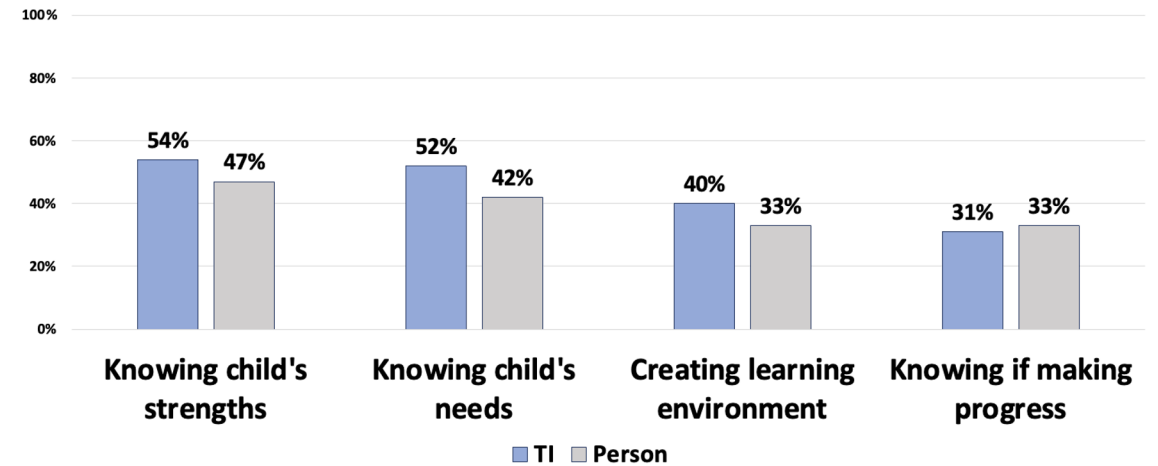
*Service delivery
implications:
Parents*



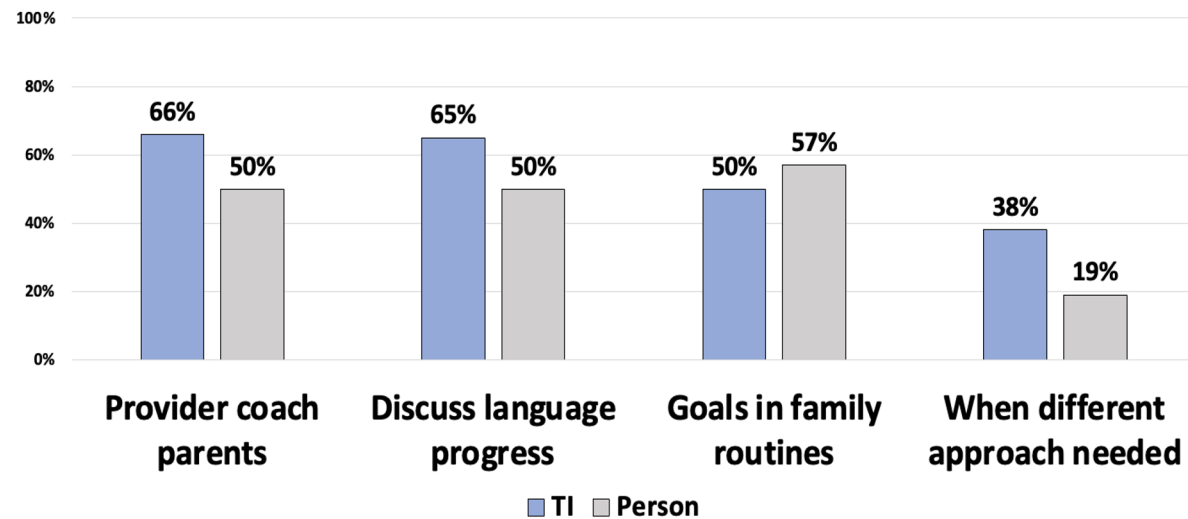
Parent-Professional Partnership



Parent Confidence



Coaching and Support



Summary



Pam Dawson

hear ME now

pdawson@hear-me-now.org

Lauri Nelson

Utah State University

lauri.nelson@usu.edu