Family Resources Throughout the Hearing Detection and Intervention Process:
Past Impressions, Current Options, and Next Steps

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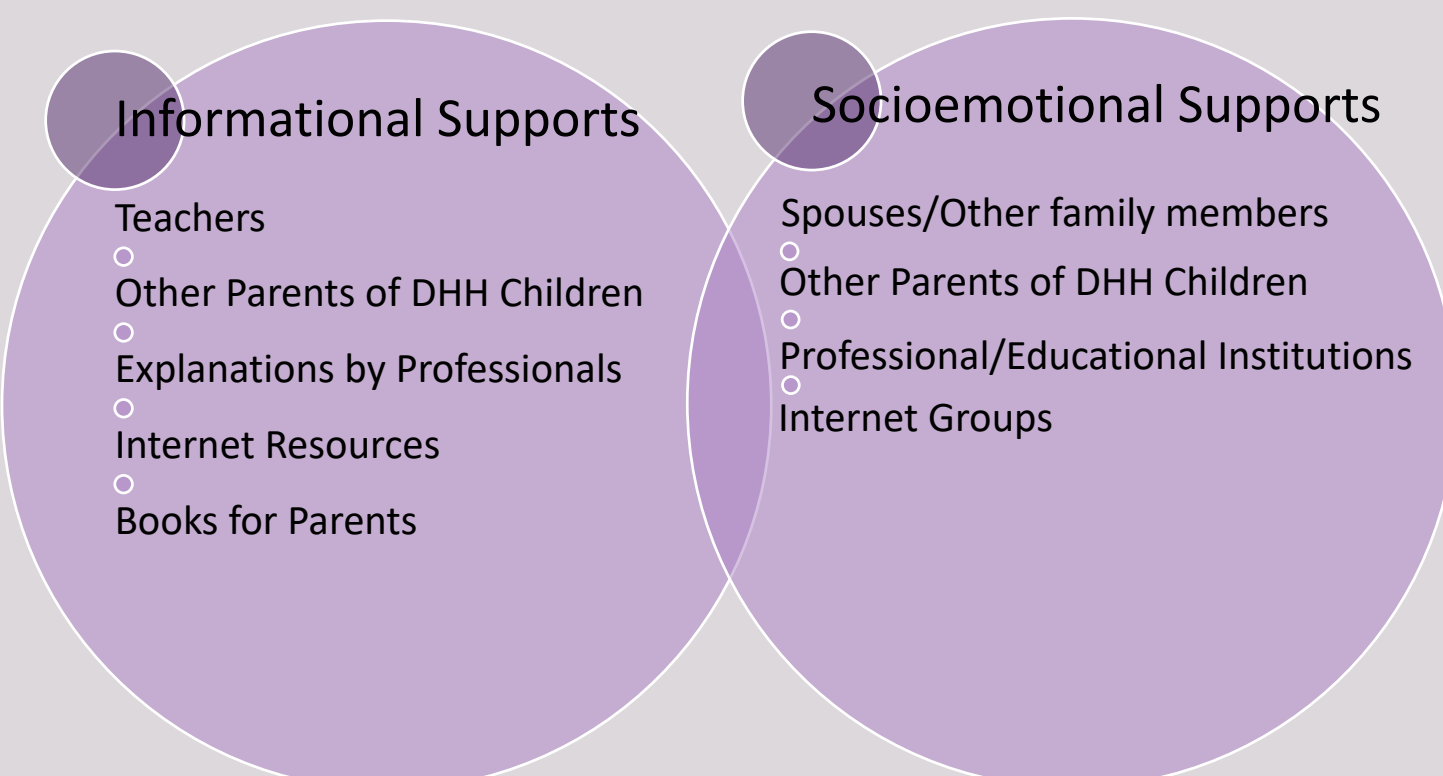The Kennedy Krieger Institute

Introduction

The process of identifying children's hearing status and providing timely intervention is continuing to be improved, but loss to follow-up remains a challenge. [1] One possible avenue for reducing loss to follow-up is to improve the support families receive throughout the identification and early intervention process.

To that end, a review of literature was performed to analyze caregiver preferences for supports provided throughout the identification and early intervention process. Then, available resources in Maryland were reviewed through internet research: to identify currently available resources, assess potential lacks of support, and suggest ways to improve the quantity and quality of caregiver resources.
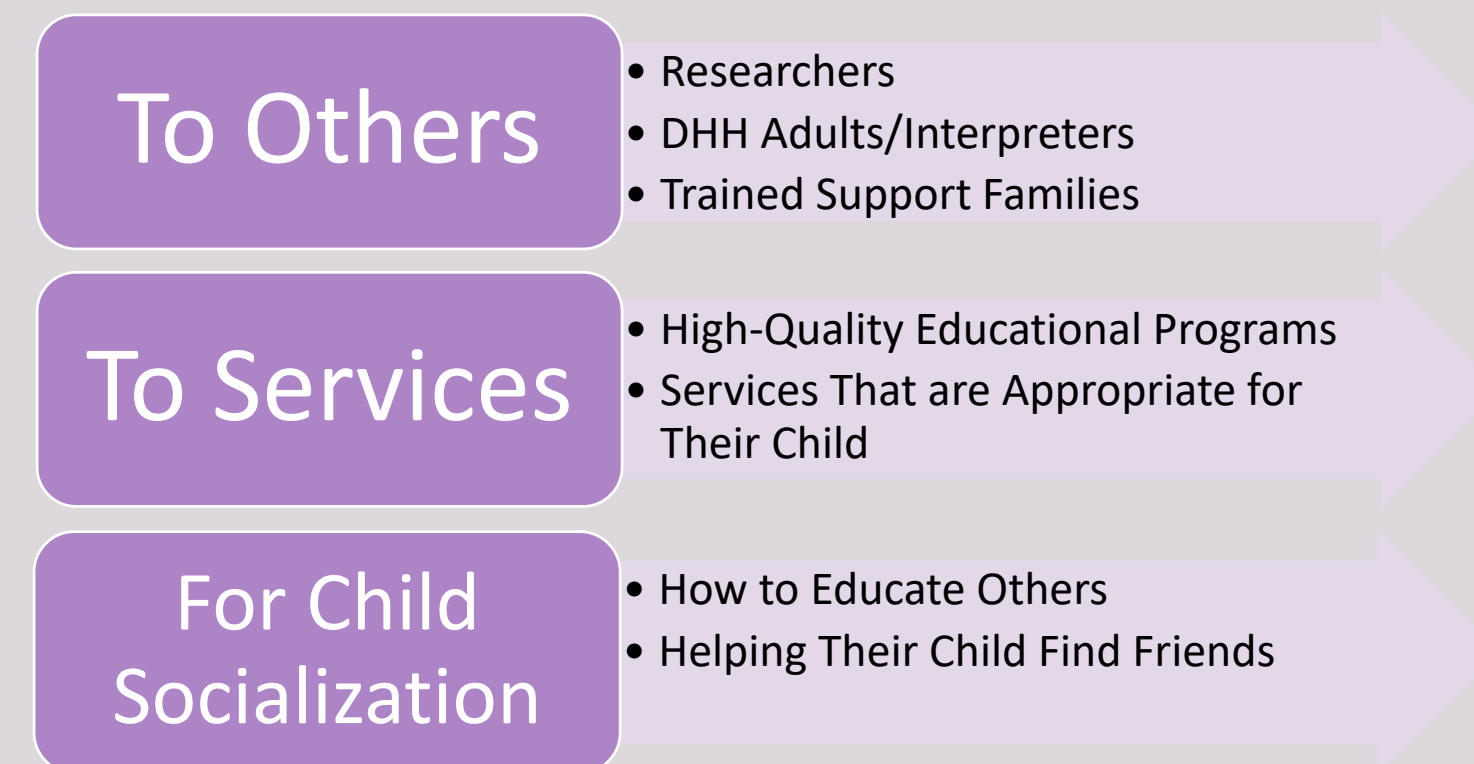
Highly-Valued Supports

The resources parents rate highly can be categorized into two broad types: Informational and Socioemotional.[2,3,4]

Informational Supports
- Teachers
- Other Parents of DHH Children
- Explanations by Professionals
- Internet Resources
- Books for Parents

Socioemotional Supports
- Spouses/Other family members
- Other Parents of DHH Children
- Professional/Educational Institutions
- Internet Groups

Under-Received Supports

- Recurring points of caregiver dissatisfaction showed an overall desire for more connection [2,3,4,5]

To Others
- Researchers
- DHH Adults/Interpreters
- Trained Support Families

To Services
- High-Quality Educational Programs
- Services That are Appropriate for Their Child

For Child Socialization
- How to Educate Others
- Helping Their Child Find Friends

Available Maryland Supports

- Chosen based on provision of both informational and socioemotional support.

Local/State	National/Online
MD/DC Hands and Voices	Hands and Voices
MD Infants and Toddlers Program	American Society for Deaf Children
Maryland School for the Deaf	Hearing Loss Association of America
Hearing and Speech Agency	Supporting Success for Children with Hearing Loss
Parents' Place of MD	Setting Language in Motion
Partners For Success	AG Bell
Parent To Parent MD	Baby Hearing

Remaining Needs

- Raising awareness of available resources.
- Increasing access to in-person resources for families who reside outside of major cities.
- Increasing access to resources in languages other than English.
- More socioemotional supports designed for children themselves.

Proposed Responses:

- Resource pamphlet for parents detailing local and national sources of support, to be provided as needed upon identification of hearing status.
- A state-wide club for children who are deaf or hard of hearing. An online resource may be used as a meeting place of its own, through which additional in-person meetings can be arranged.
- Centralized online hub of clubs, facilities, and support groups in Maryland, organized by location and preferred language.

Sources
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4. Jamieson, J. R., Zaidman-Zait, A., & Poon, B. (2011). Family support needs as perceived by parents of preadolescents and adolescents who are deaf or hard of hearing. *Deafness & Education International, 13*(3), 110-130.
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