

The most amazing part of doing [teletherapy] is I feel like our provider has filled that hole for us to find somebody that we're able to meet with and meet with consistently, that has understanding of the audiology component, understanding of the classroom component, [and] understanding of where our ultimate goals lie with [our child]. Just seeing him as a whole and understanding where we want to be and the consistency of helping us get there.

I think that has made... a huge impact on me and [my child]... I feel like before...there was a lot of uncertainty.

Teleintervention Works!

Learning from Parent Experiences

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Disclosures

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ASHA Disclosure:

Financial -

- Receives Salary for Employment from Moog Center for Deaf Education.

Nonfinancial -

No relevant nonfinancial relationship exists.

AAA Disclosure:

Financial -

Financial relationship with Moog Center for Deaf Education.

Nature: employed by the Moog Center and material will reflect the work of the Moog Center.

Nonfinancial -

No relevant nonfinancial relationship exists.

Meredith Berger

ASHA DISCLOSURE:

Financial -

- Employed by Clarke Schools for Hearing & Speech

Nonfinancial -

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• AAA DISCLOSURE:

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Learning Outcomes

- Participants will list at least 3 components of teleintervention services that caregivers perceive as important.
- Participants will describe perceived concerns of caregivers related to teleintervention services.
- Participants will state similarities and differences between teleintervention and in-person services.

Positive Teleintervention Experiences: Learning from Caregivers of Children who are Deaf or Hard of Hearing

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Journal of Hearing Detection and Intervention (JEHDI)

Tele-Intervention Monograph (2022; 7(2): 1)

<https://digitalcommons.usu.edu/jehdi/vol7/iss2/1>

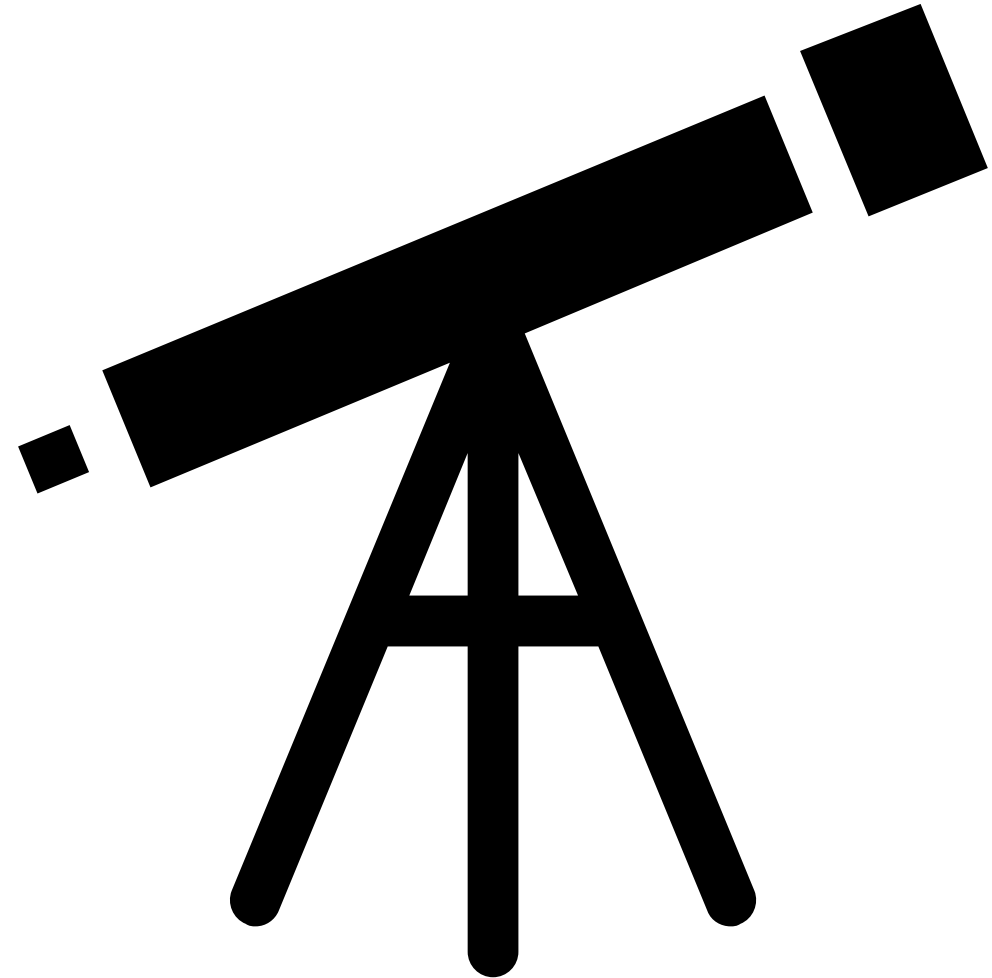
Working with Families of Young Children who are Deaf or Hard of Hearing Through Tele-Intervention (Rudge, Brooks, & Stredler-Brown)

Parents' Perspectives about Tele-Intervention Services for their Children who are Deaf or Hard of Hearing (Nelson, Rudge, Dawson, Culianos, Broekelmann, Stredler-Brown, & Berger)

Provider Perspectives in Serving Children Who Are Deaf or Hard of Hearing and Their Families using Tele-Intervention (Nelson, Rudge, Dawson, Culianos, & Stredler-Brown)

Frequently Asked Questions about Receiving Tele-Intervention Services (Rufsvold, Brooks, Rudge, The National Center for Hearing Assessment and Management (NCHAM) Tele-intervention Learning Community)

What are the perceptions of caregivers who participated in teleintervention services and expressed positive experiences?

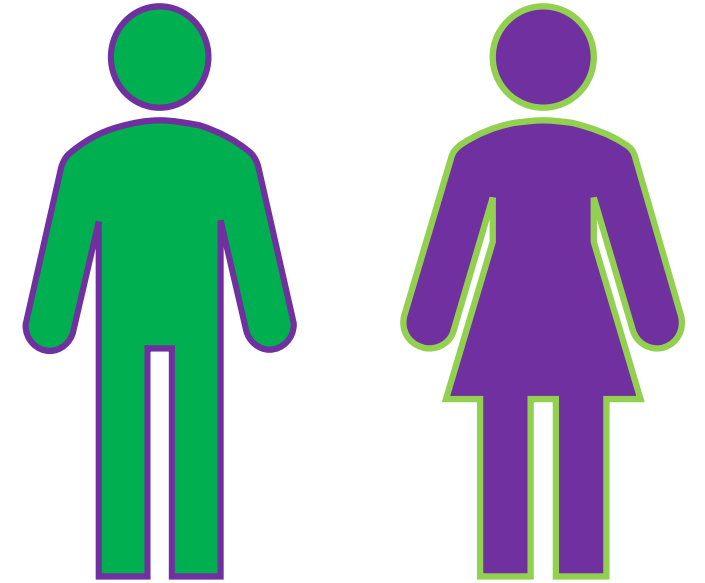


Study Design

- Retrospective thematic analysis
- Convenience sampling strategy
 - Interviews done for purpose of collecting videos of positive experiences using TI for LSL intervention for use on NCHAM website
- Structured interviews, recorded on video for initial purpose, transcribed using Otter
- Initial interviewer reviewed transcript for accuracy of transcription
- Demographic details collected by each interviewer for this study
- Interrater reliability confirmed with 100% agreement among 3 coders

Participants

- 11 Caregivers representing 9 children
- 10 Interviews
 - 1 mother/father combined interview
 - 1 grandmother and 1 father-separate interviews
 - 7 mothers
- Ages of caregivers 29-61 (m=35)
- Education:
 - Some college (N=1); Bachelors Degree (N=6); Graduate Degree (N=4)
- Home languages: English only (N=8), English/Spanish (N=1)
- Race/Ethnicity:
 - White (N=8); Black (N=1); Pacific Islander (N=1); Hispanic/Black (N=1)

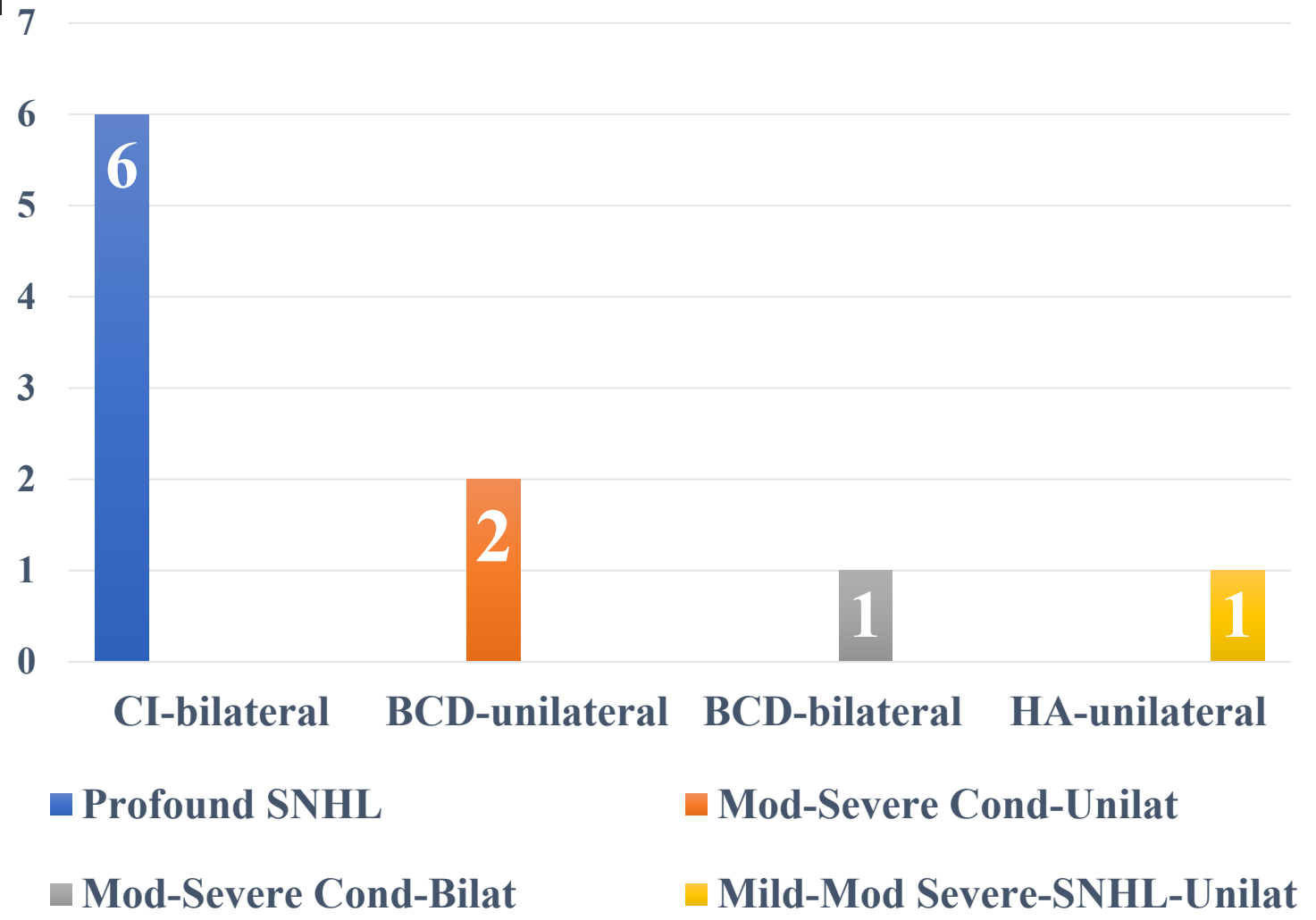


Child Characteristics

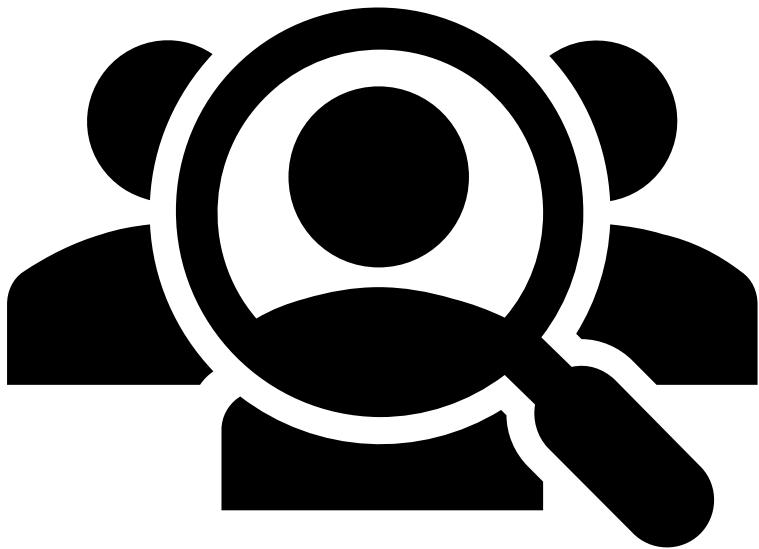
- Gender
 - Male (n=3)
 - Female (n=6)
- Age at onset of teleintervention
 - 3 months-48 months



Degree of Hearing Loss and Type of Amplification



Findings



Overarching Themes	Subthemes
Nature of the Relationship	Trust Rapport Communication
Expectations and Experiences	Initial reasons for teleintervention Experienced benefits Comparison
Caregiver Coaching	Before the session During the session After the session

Nature of the Relationship

Communication

It's with the kinds of recommendations and suggestions that I'd think
through that relationship, that's really facilitated trust and I've
found the someone who we felt genuinely cared about our
to be comfortable with anything. And again, the commitment of a
child and wanted to see her success as much as we did, was
behind with her doing well, there's a lot of challenges and when you
really what I feel like it made us successful through the entire
to make the most of it with her and spend a great deal of
relationship that trust is a communication that you will have that person
for residence, it's very comfortable with the fact that she's willing to
help is pretty amazing.

Expectations and Experiences

Initial reasons for teleintervention

- Covid-only remote services available
- Specialized services not available locally
- Health reasons/child immunocompromised
- Scheduling flexibility

Expectations and Experiences

Unexpected Benefits

The kind of friends that we consider as being top priority in our lives become our friends for life. It's just that our friends are people who are in the same boat as we are. They are also people who are not afraid to ask for help when they need it. They are also people who are not afraid to ask for help when they need it. They are also people who are not afraid to ask for help when they need it. They are also people who are not afraid to ask for help when they need it.

Expectations and Experiences-Comparison

Similarities

I think that's the biggest thing that I've noticed is how similar they are and that it's not markedly different as far as getting the child to participate, or to be able to have the same kind of interaction.

I have been surprised as well that a true relationship can be built and that the problems that you're going to encounter as far as engagement are pretty much the same as what you would see in the office.

Differences

I tend to be more hands-off when there is an actual provider in the room because I am just going to see how the provider is going to handle this... So, it forced us to be more hands-on.

Teletherapy does focus more on the parents, and, again, I think that's great, because I'm with my daughter 24/7, for the most part, and so it's up to me to really help her learn what she needs to learn to be successful with her language development.

Coaching

Before the session

There will be times when my provider will ask, "Do you have any specific goals or areas that you're concerned about that you want to try and address?" and if that has been the case, then I have the opportunity to discuss those and to make a plan for those

During the session

What our provider did during the session that really helped was [provide] a lot of affirmations like "You're doing great."... The provider did a nice job making it feel like it wasn't this kind of constant critiquing of what we were doing in that appointment. We got those compliments that things are going well, "You're doing a good job."

After the session

I can go back and read through those suggestions when I have time because it can be challenging as a parent to be doing a teletherapy session with a toddler who may not want to participate. And I'm still trying to learn this information, gain knowledge, and so the documentation of those sessions are key for me.

Questions?

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