

What is LTI?



Figure 1. Service timeline in EHDl¹

What is Lost to Intervention?

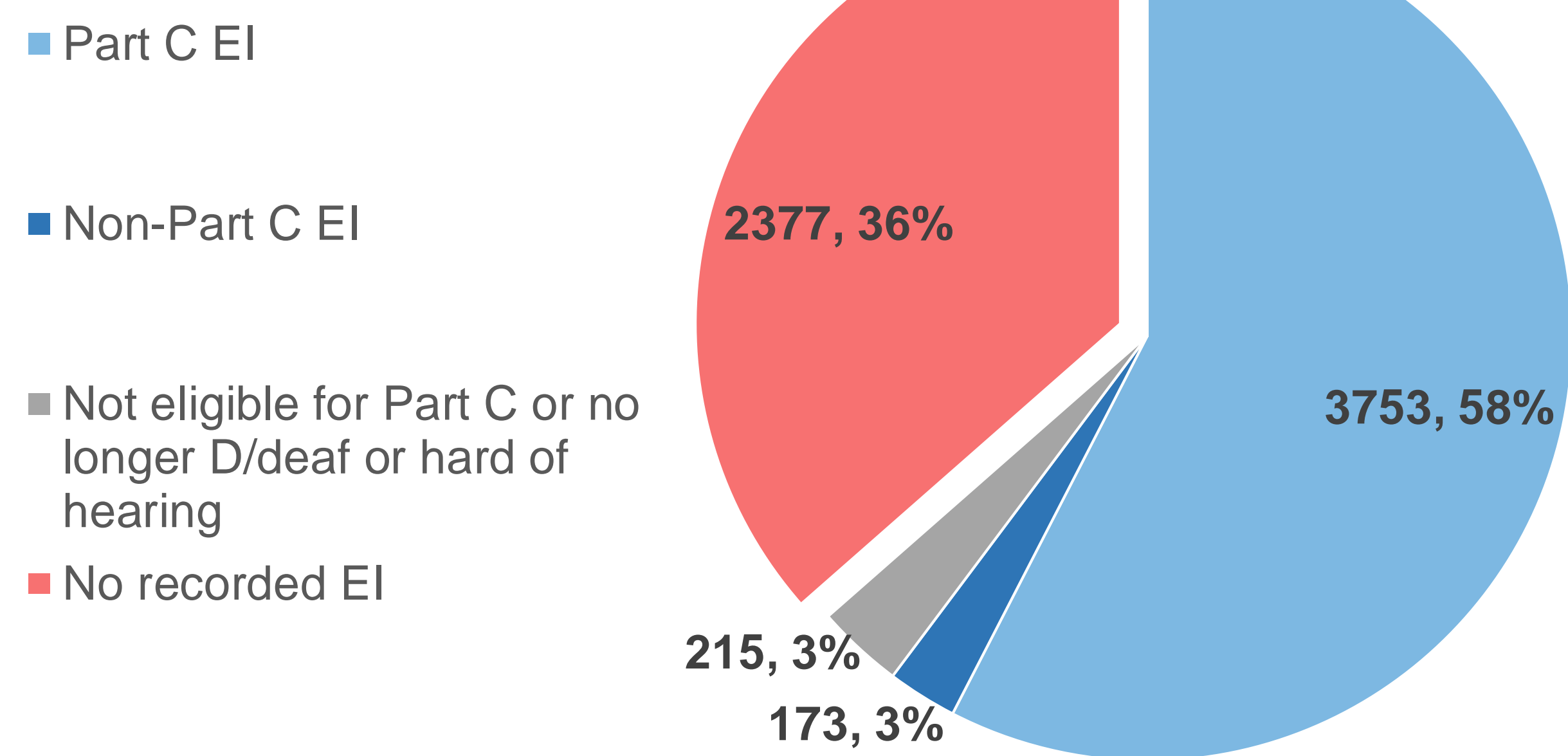


Figure 2. Service Access Post-Identification^{2, 3}

What leads to LTI?

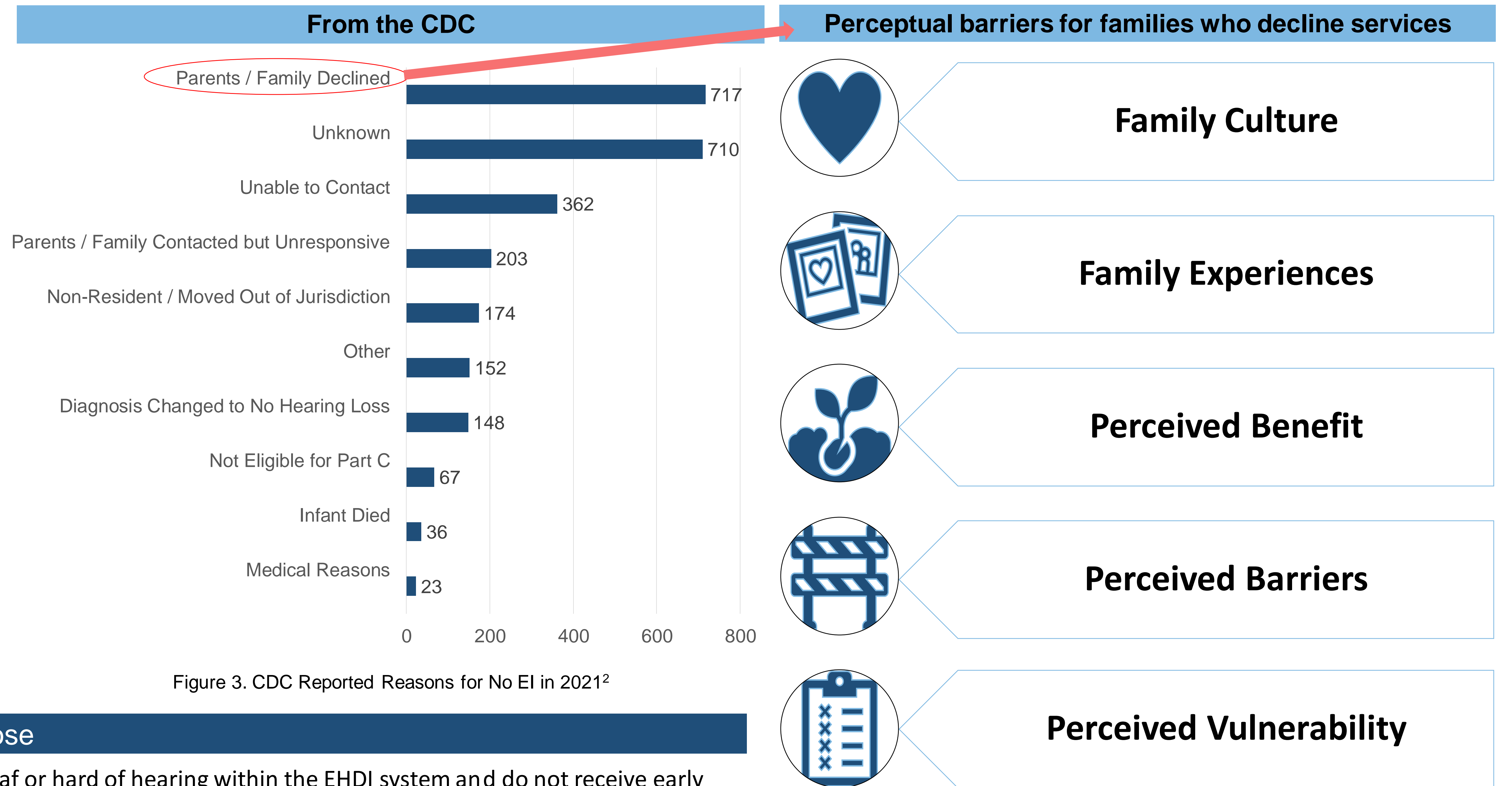


Figure 3. CDC Reported Reasons for No EI in 2021²

Figure 5. Five Factors Leading to Service Refusal⁴

Purpose

This poster will go over the population of children who are identified as D/deaf or hard of hearing within the EHDl system and do not receive early intervention (lost to intervention). Specifically, we will cover the use of a novel behavior change education program, Swaddling Ear to Ear, for families to address barriers to early intervention access.

How was Swaddling Ear to Ear developed?

Theory

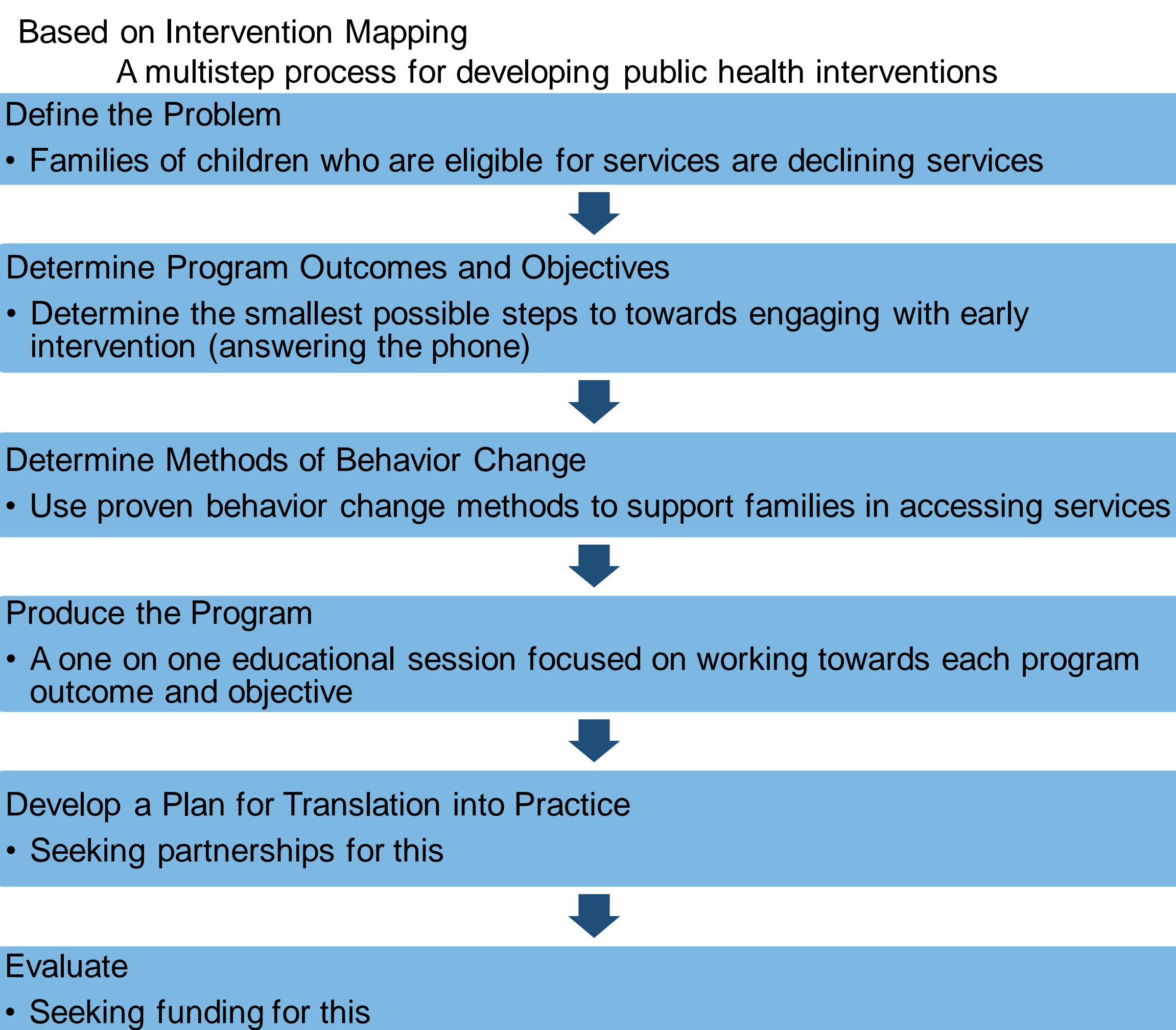


Figure 6. Steps in Intervention Mapping and Swaddling Ear to Ear⁵

English

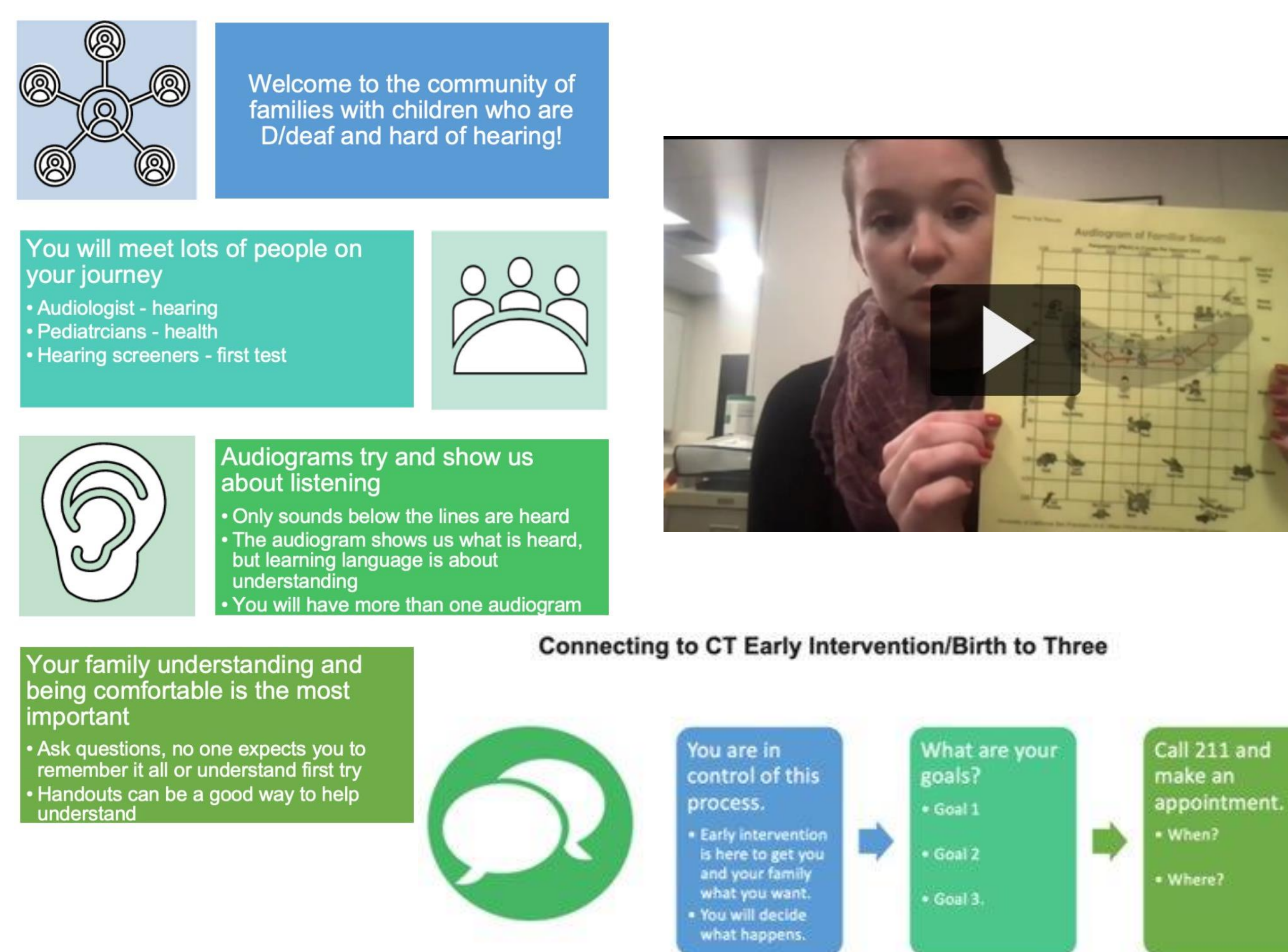


Figure 7. Examples of the English Language Program⁵

Spanish

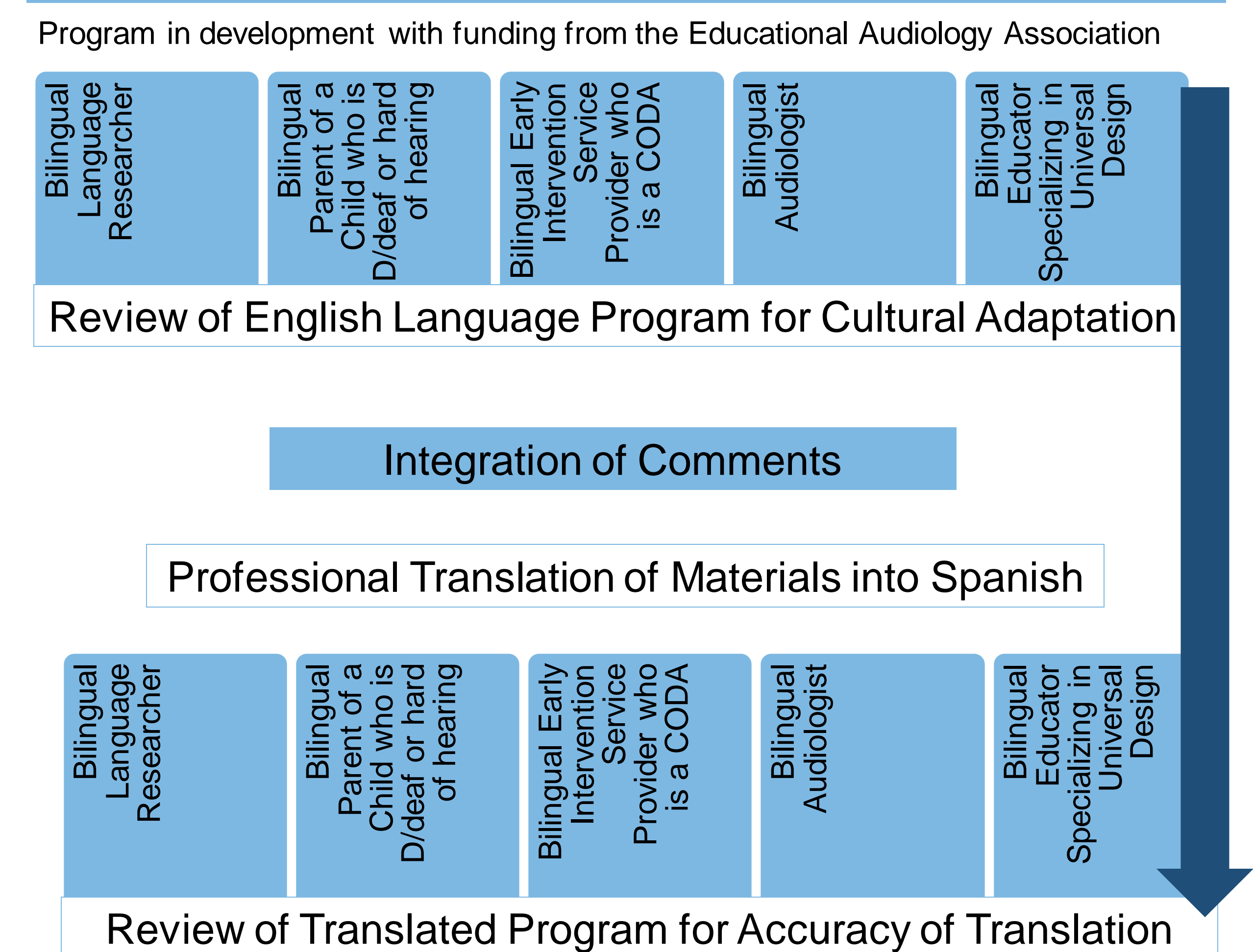


Figure 8. Adaptation Process for Spanish Language Program

Future Directions

Assess the implementation needs for parent education in audiologic clinics

A community board will be developed. This board will complete a SWOT analysis in two audiology clinics focused on parent/patient education. The board will also oversee, as an exemplar of how to support community health workers within the context of DHH, the training of three people without graduate training in audiologic topics and early intervention services. These individuals will complete both pre and post measures of knowledge related to EI well as a series of mock implementations of the program for fidelity assessment.

Probe the impact of Swaddling Ear to Ear on enrollment and retention in Part C Early Intervention

Ten families of children who are DHH and eligible for EI will be recruited. Before, immediately following participation, and six months post enrollment families will complete a battery of self-assessment measures (self-efficacy, parenting behaviors, hearing-related knowledge) and qualitative interviews. Follow up data at 6- and 12-months post-enrollment and 36-months of age include child age at benchmarks collected by the CDC and language assessment data.

Currently seeking funding

REFERENCES

ACKNOWLEDGEMENTS

1 Joint Committee on Infant Hearing. (2019). Year 2019 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs. *Journal of Early Hearing Detection and Intervention*, 4(2), 1-44. <https://www.doi.org/10.15142/jpeh-b748>
 2 Centers for Disease Control and Prevention (2023a, September). *2021 Summary of Reasons for No Documented Early Intervention (EI) Services Among Infants Identified with Permanent Hearing Loss*. Hearing Loss in Children. <https://www.cdc.gov/ncbddd/hearingloss/2021-data/11-no-early-intervention-reasons.html>
 3 Centers for Disease Control and Prevention (2023a, September). *2021 Summary of Infants Identified with Permanent Hearing Loss Enrolled in Early Intervention (EI) Before 6 Months of Age*. Hearing Loss in Children.
 4 Woodruff-Gautherin, T. A., & Cienkowski, K. M. (2023). Modeling Lost to Intervention in Early Hearing Detection and Intervention: A modified eDelphi study. *American Journal of Audiology*, 32(3), 543-559. https://doi.org/10.1044/2023_AJA-22-00046
 5 Woodruff, T.A., & Cienkowski, K.M. (2021). Readability of Online Hearing-Based Early Intervention Materials. *Journal of Early Hearing Detection and Intervention*, 6(2), 39-44.

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