

Early Intervention Virtually? An Option for Consideration

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So glad you are here!!!

- BAEd in Education of the Deaf and Hard of Hearing and Elementary Education.
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- Deaf and Hard of Hearing Specialist for various charter schools and 2 districts across nine counties in Florida.

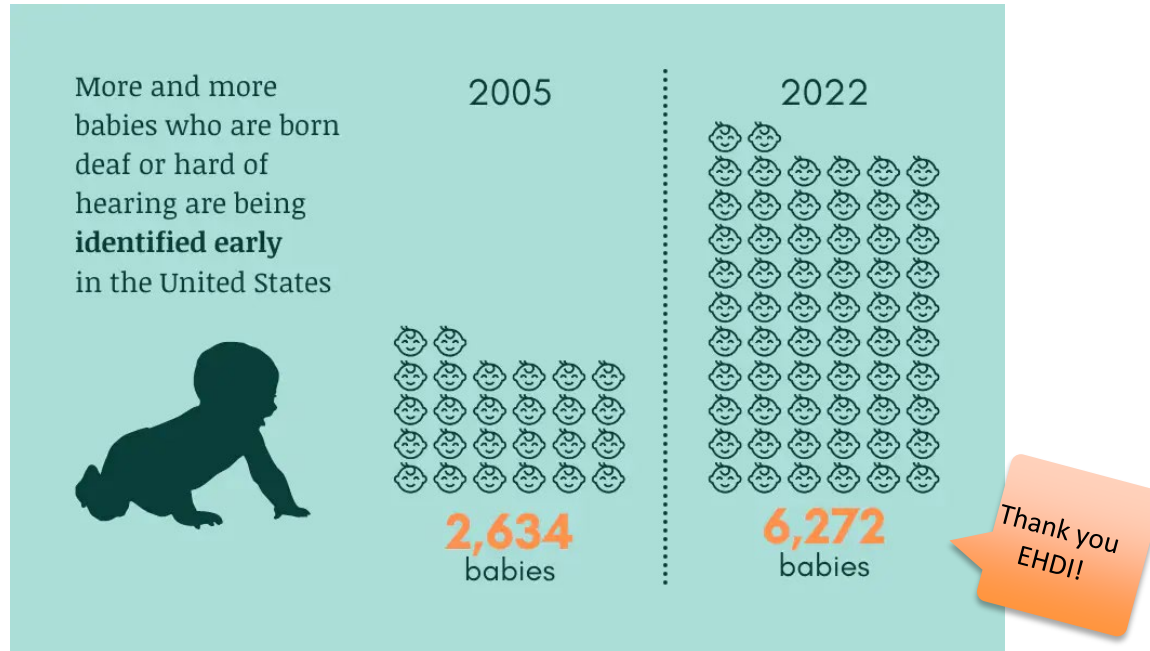


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CHILDREN'S HEARING PROGRAM

Things we know...



About 2 to 3 out of every 1,000 children in the United States are born with a detectable level of hearing loss in one or both ears.

15% of children between the ages of 6-19 have a measurable hearing loss in at least one ear

12.5 percent of kids between the ages of 6 and 19 have hearing loss as a result of listening to loud music, particularly through earbuds at unsafe volumes.

Hearing Loss Association of America
https://www.hearingloss.org/wp-content/uploads/HLAA_HearingLoss_Facts_Statistics.pdf?pdf=FactStats

Some other facts...

- Children spend ~1,000 hours per year at school (National Study for Education Statistics, 2007-2008).
- Hearing loss is a low incident disability.
- Hearing loss is on a vast spectrum.
- Hearing loss can impact academic, social and emotional skills developed in a early childhood setting.
- Many teachers that are working with these students have little to no experience working with children that have any degree of hearing loss.



Children with disabilities (regardless of the disability) benefit when they have early and/or consistent educational intervention and supports on a long term basis.

Children with hearing loss are no different.



So what are the risks in education...

Paediatric hearing loss is a growing public health issue that is currently a significant barrier to achieving sustainable

that is, quality education/intervention for all.¹

capacity.”

LeClair KL, Saunders JE. Meeting the educational needs of children with hearing loss. Bull World Health Organ. 2019 Oct 1;97(10):722-724. doi: 10.2471/BLT.18.227561. Epub 2019 Sep 3. PMID: 31656339; PMCID: PMC6796661.

Families needs are not one dimensional...

What professionals know...

Early intervention alone does not ensure that a child with hearing loss will meet developmental and academic milestones.



2 Basic Challenges

The first challenge...

There has been a critical shortage of deaf education teachers nationwide for many years (Johnson, 2004). With the small number of graduates, the closing or suspension of several programs in recent years (Deaf Ed Teacher Preparation Programs, 2009) and the anticipated retirement of many “baby boomer” professionals, it is likely that the critical shortage will continue (Johnson, 2004).

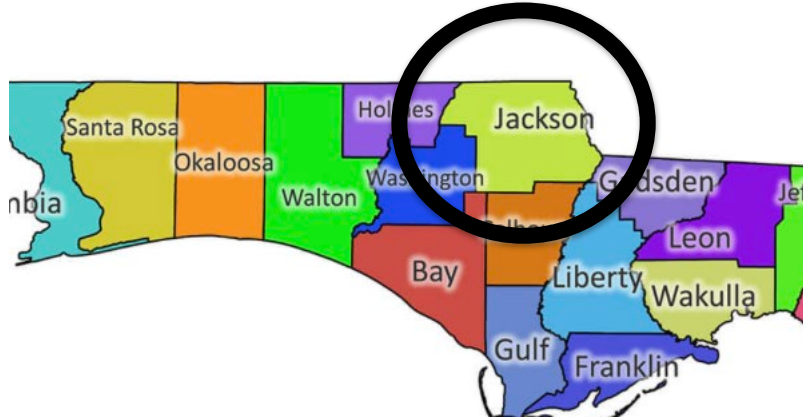


Lenihan, S. (2010). Trends and challenges in teacher preparation in deaf education. The Volta Review, 110(2), 117.

Both deaf schools and mainstream schools are continually looking to fill vacant teaching positions as demonstrated on various job search sites. Studies showed a significant increase in the number of deaf and hard of hearing children and adolescents in the country as the U.S. population grows; however, the number of future **educators being prepared to teach deaf and hard of hearing students has remained stagnant.**

Overcoming Shortage of Teachers of the Deaf and Hard of Hearing, DeafJobWizard.com, January 1, 2019.

Jackson County Florida for example...



Children in need of DHH Support

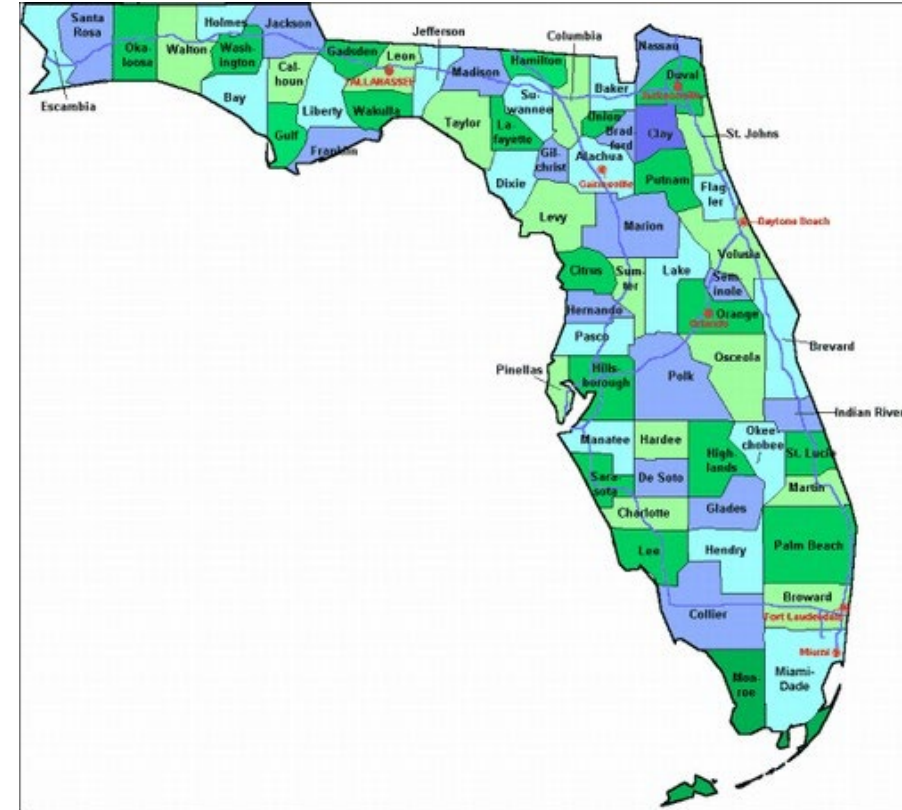
15 children with hearing loss.

8 under the age of 7

1 audiologist in town

Closest center FSU: 1 hour drive

No EI specialists



The other challenge...

Due to many factors:

- Early detection/Early intervention
- Technology advancements
- Policy changes

86%

of the nation's deaf and hard of hearing students are educated in general education settings.

Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings
Laurent Clerc National Deaf Education Center and the Texas Education Service Center

 **Health**
UNIVERSITY OF MIAMI HEALTH SYSTEM

EAR
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CHILDREN'S HEARING PROGRAM

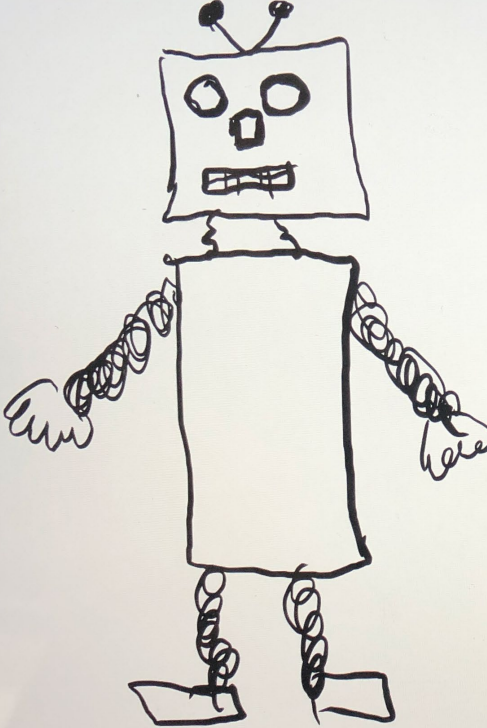
It's an itinerant model...

- **Early Childhood:** Helping families navigate their early learning settings.
- **School age:** Teaching students to navigate their academic environment through their hearing loss.

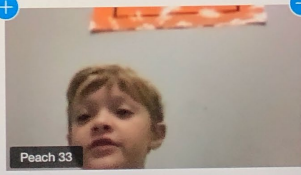
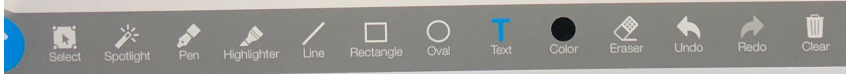




The real question: Can it really work???



This is our robot. His name is Pete. You can program him to do anything. We programmed Pete to clean our room, find everyone, and do our homework. He likes to play hide and seek because he finds everyone. He is a special robot.



The image shows a digital drawing application interface. On the left is a hand-drawn robot with a square head, two antennae, a rectangular body, and coiled arms and legs. To the right of the robot is a text box containing a paragraph about the robot named Pete. Below the drawing is a toolbar with icons for Select, Spotlight, Pen, Highlighter, Line, Rectangle, Oval, Text, Color, Eraser, Undo, Redo, and Clear. In the bottom right corner, there is a small video feed of a child's face, labeled 'Peach 33'.

What are we looking at...

- Social/Emotional support for families.
- Coaching, coaching and more coaching!
- Advocacy for services, school options, potential education outcomes, etc...



What the support looks like...

Social/Emotional

Offered various sessions (individual and group) to help parents through their child's journey. Families in 5 different counties served including 3 rural counties with no provider.

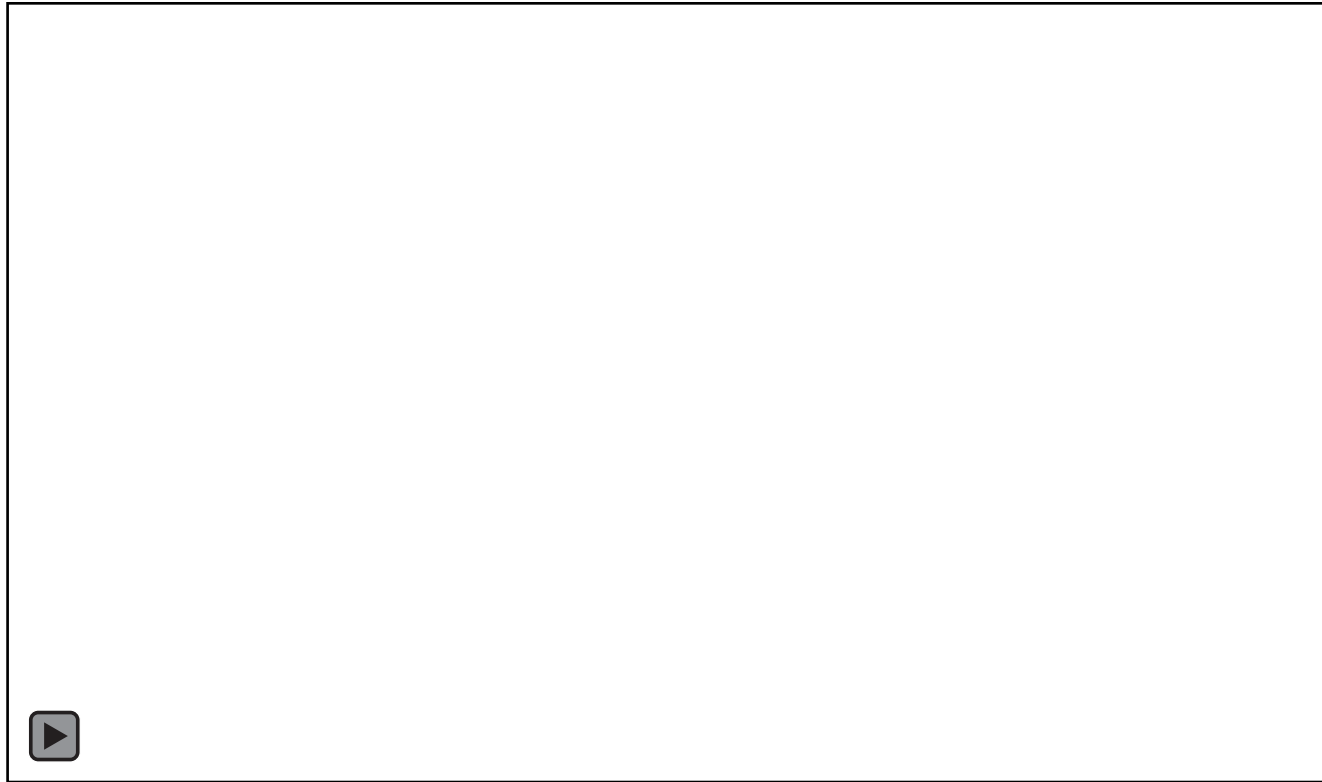
Communication Access

Offered various forms of communication training through virtual visits and coaching with families. Served families in 3 different counties.

Family Advocacy

Offered multiple coaching sessions (group and individual) on advocacy for services, understanding needs, and school options as well as supports. Families in 7 different counties including 4 rural counties.

One example...



Naaya M.

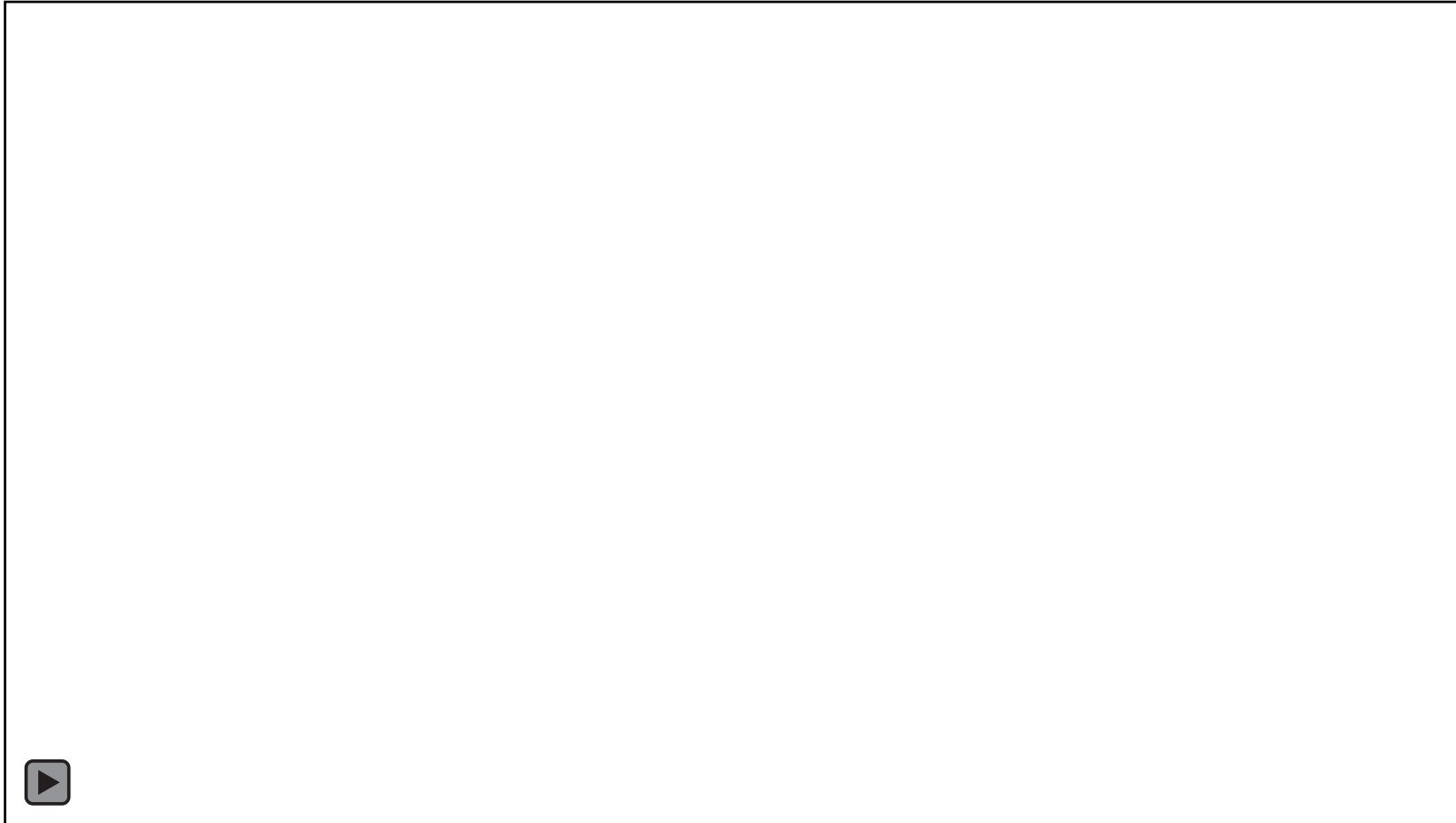
Pre-K3

Bi-lateral hearing aids

Moderate hearing loss

CHARGE Syndrome

Just one more...



Mason R.
Kindergarten
Bi-Modal

Meet Winnie...

- Transitional Kindergarten.
- Bi-lateral hearing aids/moderate loss.
- Private school in Miami.
- Coaching sessions once a week with family.
- Training for the school.
- Participation in family events.



Providing more support...

- Partnerships were developed with ITS in the areas of need and training was provided.
- Training was provided to over 76 preschools in one school year.
- Partnerships were also developed with parent educators with organizations such as the Children's Trust.



Thinking ahead...

Overall, there is strong evidence to suggest that online learning is at least as effective as the traditional format, but the evidence is, by no means, conclusive.

Online learning is a story that is still being written, and how it progresses will likely depend on those present.



Nguyen, Tuan. "The effectiveness of online learning: Beyond no significant difference and future horizons." MERLOT Journal of Online Learning and Teaching 11.2 (2015): 309-319

Moving forward...

- Best practices model is needed.
- Clear communication of expectations between provider, school and family.
- More research.
- More training for professionals.
- There are lessons we can take from CoVid19.



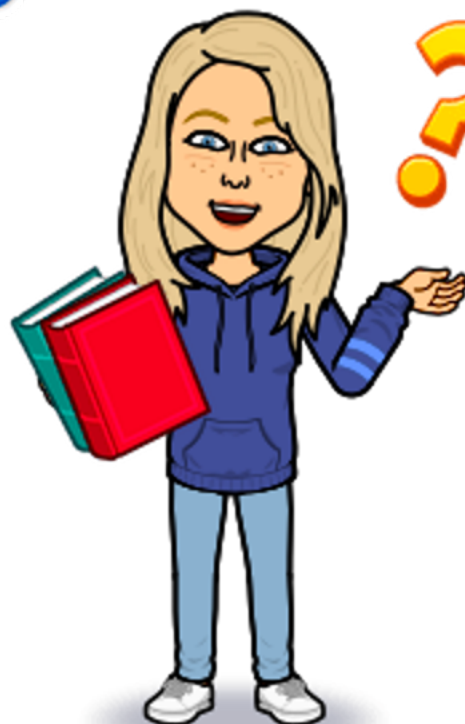


Teacher Short

Can ensure students access
to highly qualified and
certified professional in
places where that support
would not be available.

More students in
traditional learning
environments.

Any Questions?



Thank you!

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