



Building interdisciplinary to  
improve access to high quality  
assessment for children who are  
deaf/hard of hearing

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# Why do we need specialized DHH teams?

- Children who are deaf/hard of hearing do well/better with appropriate supports
- Up to 40% of children who are deaf/hard of hearing have comorbid developmental disability
- Long history of negative outcomes when individuals who are deaf were misidentified with a developmental disability (e.g., ID)

- Interdisciplinary teams allow focus on the whole child
- Prioritizing hearing loss appropriately in whole picture of child
- Helping families understand the “so what?”

How has your center developed interdisciplinary teams to meet the needs of children who are deaf/hard of hearing?

-providers

-how initiated

-institution support

# What are sources of referrals for your clinic?

- Importance of demonstrating value to others
- Practicing within scope

How do you balance practicing within your scope of practice /training when working with children who are deaf/hard of hearing?

- communication considerations

- formal training vs. “on the job” training

- What are the benefits of interdisciplinary teaming?
- What are some challenges?



# What are systemic factors influencing your teams?

- Billing
- Meeting demand
- Evaluation vs intervention

# How does your team address communication needs of children referred to clinic?

- Direct communication vs. interpreted communication
- Use of Certified Deaf Interpreters (CDI)
- Considerations in use of medical interpreters
  - Mental health interpreters
  - Interpreting vs. communication with children with limited language
  - <https://www.rid.org/advocacy-overview/state-information-and-advocacy/>

How do you build expertise?

- Issues of sustainability
- Need for institutional support
- Role of consumers/role models

- There's no one way
- Jumping in
  - How much expertise do you need?
- Advice?:
  - include parent input
  - include deaf community
  - be open to variety of opportunities and recognize deafness doesn't look one way

# Contact information

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