

4/4/2022

# **2022 Post-EHDI LEND Workshop: Adaptability in an Ever-Changing EHDI Environment**

7:30 – 9:30 PM ET



INTERDISCIPLINARY TECHNICAL ASSISTANCE CENTER  
ON AUTISM AND DEVELOPMENTAL DISABILITIES

- Ensure your name is displayed correctly in the participant list. You may also include LEND program state and preferred pronouns.
  - Example: Maureen Johnson, AUCD, she/her
  - Hover over your name in the “Participants” box and select “More” → “Rename”
- Remain muted unless speaking
- State your name prior to speaking
- Captioning and ASL is available
- Use chat box to introduce yourself!

- LEND Trainee
- LEND Faculty/Staff
- Panel Member
- Audiologist
- HRSA Staff
- AUCD Staff
- Other/not listed

**Enter your answer here:**  
[https://www.menti.com/  
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QR Code**



Place a pin on the location of your LEND program on the map.

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# Year in program?

- 1st
- 2nd
- 3rd
- 4th/Extern

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## Workshop Planning Committee

- Meredith Braza
- Jackie Czyzia
- Robert Fifer
- Shelby Graves
- Akilah Heggs Lee
- Maureen Johnson
- Kristy Knight
- Rita Maldonado
- Lisa Mancl
- Robyn Schulhof
- Amy Szarkowski

Identify	Identify factors that influence families' ability to engage with their EHDl programs
Describe	Describe how equity, access to care, and resources play a role in understanding and addressing family priorities
Discuss	Discuss strategies to individualize support of families in navigating new diagnoses in virtual, hybrid, and in-person interventions
Propose	Propose solutions to emerging challenges and opportunities in EHDl environments



# Overview of Workshop

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**Maternal and Child Health Bureau (MCHB) Welcome –**  
*Lauren Ramos*

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**Introduction to Topic –** *Patricia Roush*

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**Moderated Panel Discussion –** *Samuel Atcherson, Katie Buck, Karen Muñoz, Sarah Sparks*

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**Large Group Debrief**

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**Small Group Case Discussions**

## **Lauren Ramos, MPH**

Director, Division of MCH  
Workforce Development,  
Maternal and Child Health  
Bureau, HRSA



# **Introduction to Adaptability in an Ever- Changing EHDI Environment**

## **Patricia Roush, AuD**

Retired Director of  
Audiology, UNC Health  
Pediatric Audiology



# Some Important Events in Pediatric Audiology

## 1970s

- ABRs available to clinicians (late 70's)
- Discovery of OAEs
- Development of cochlear Implants

## 1980s

- OAEs available to clinicians
- Development of prescriptive hearing aid fitting formulas for children

## 1990s

- CIs approved for children
- HA prescriptive formulas integrated with HA verification equipment

## 2000s

- Widespread implementation of UNHS
- Earlier diagnosis and hearing aid fitting

# Important Events (continued)

## 2000 -2010

- Multi-center longitudinal outcome studies-NIH funded
- Child Development after CI (CDaCI)
  - Outcomes of Children with HL (OCHL)

## 2010 -2020

- Improvements in technology
- Expanded indications for CI
- Greater attention to mild/UHL

## 2020 - 2022

- COVID-19 pandemic
- Missed/delayed screenings
- Cancelled appts for dx services
- Delayed surgeries for CI/tubes

## The Future?

- What modifications were made to accommodate children and families during the pandemic?
- Which will stay, which will go away?



# Impact of COVID-19 on Children's Healthcare Services

According to the Urban Institute's Health Reform Monitoring Survey (April 2021):

- Nearly 1 in 5 parents (19.4%) reported they had delayed or gone without services for their children under age 19 in the past 12 months over concerns about exposure to the virus
  - e.g., dental care, well-child visits, preventative health screenings, immunizations.
- Parents with family incomes below 250% of the federal poverty level were more likely than those with higher incomes to report delaying or foregoing care for their children in the 30 days prior to the survey.

*Worries about the Coronavirus Caused Nearly 1 in 10 Parents to Delay or Forgo Needed Health Care for Their Children in Spring 2021* Dulce Gonzalez, Michael Karpman, and Jennifer M. Haley  
Accessed from: <https://www.urban.org/sites/default/files/publication/104685/worries-about-coronavirus-caused-nearly-1-in-10-parents-to-delay-or-forgo-needed-health-care-for-their-children-v2.pdf>



# Impact of COVID on Pediatric Audiology Services

- Parental concerns about exposure to COVID during clinic visits or during travel to clinic
- Staff concerns about how to keep themselves and their patients safe
- Many clinics closed while others reduced services to only emergent or 'essential' services
- How do masks effect communication for children and families who are Deaf/HH?
- In a profession where our goal is early diagnosis and treatment, which services/patients could be delayed? How do we triage?

## “Barriers to and Facilitators of EHDI: Learning from our Past for a Better Future” Findlen et al EHDI 2022

### – Key Points:

- Completion rates for screening consistently high since inception of UNHS programs in US...however:
- Success rates for both diagnostic follow-up and EI enrollment have lagged
- Findlen et al undertook a systematic review of literature to look at entire EHDI process
- Barriers to effective EHDI process (e.g., Social, maternal and medical) and facilitators for effective EHDI process (e.g., tele-audiology, co-locating services, tailoring educational materials) were discussed
- If you haven't had a chance to review prior to our workshop, please review later.



# Workshop Preparation: EHDI Sessions

“What Factors Predict LFU/D? A Multi-dimensional Analysis of White and BIPOC Communities who Reside in Metropolitan and Non-metropolitan Areas”

Amanda Hagerman-EHDI 2022

- Evaluated LFU of 3170 infants from 2015-2020:
  - Research Questions:
    - What are the geographic & family factors that predict LFU among infants who did not pass their hearing screen?
    - Are the factors that predict LFU the same across different populations?
    - Is region of birth or region of residence a stronger predictor for LFU?

## Identify

Identify factors that influence families' ability to engage with their EHDl programs

## Describe

Describe how equity, access to care, and resources play a role in understanding and addressing family priorities

## Discuss

Discuss strategies to individualize support of families in navigating new diagnoses in virtual, hybrid, and in-person interventions

## Propose

Propose solutions to emerging challenges and opportunities in EHDl environments

# **Moderated Panel and Discussion**

**Samuel Atcherson,  
PhD, CCC-A, FNAP**

Professor of Audiology  
and Otolaryngology-  
Head & Neck Surgery at  
University of Arkansas  
for Medical Sciences





# Samuel R. Atcherson, PhD, CCC-A, FNAP

## PROFESSIONAL

- Audiologist
- Professor, Audiology (Tenured)
- Professor, Otolaryngology – Head & Neck Surgery (Secondary)
- LEND Faculty
- Co-Founder of Association of Audiologists with Hearing Loss
- Former President of Association of Medical Professionals with Hearing Losses
- Founding board member of Arkansas Hands & Voices
- Current Chair of Board of Trustees for the Arkansas School for the Deaf/Arkansas School for the Blind and Visually-Impaired

## PERSONAL

- Post-lingually deafened
- Diagnosed with SNHL at age 4
- Bilateral LVAS discovered at age 25
- Experience with hearing aids and cochlear implants
- Experience with Hearing Assistive and Related Technology spanning 35 years
- Spoken English and ASL
- Former AUCD/LEND Pediatric Audiology Trainee at Kennedy-Krieger Institute (2000)

## **Katie Buck, DPT**

Parent Advocate

Pediatric Physical  
Therapist at Children's  
Village

Satellite Site Faculty  
Mentor at University of  
Washington LEND





**Katie Buck**

DPT  
MOM



## **Karen Muñoz, EdD**

Department Head and  
Professor of Audiology  
at Utah State University



# Karen Muñoz

## My background...



Research focus: person and family-centered care, factors that facilitate/interfere with engagement in hearing treatment, and developing interventions that support health behavior change

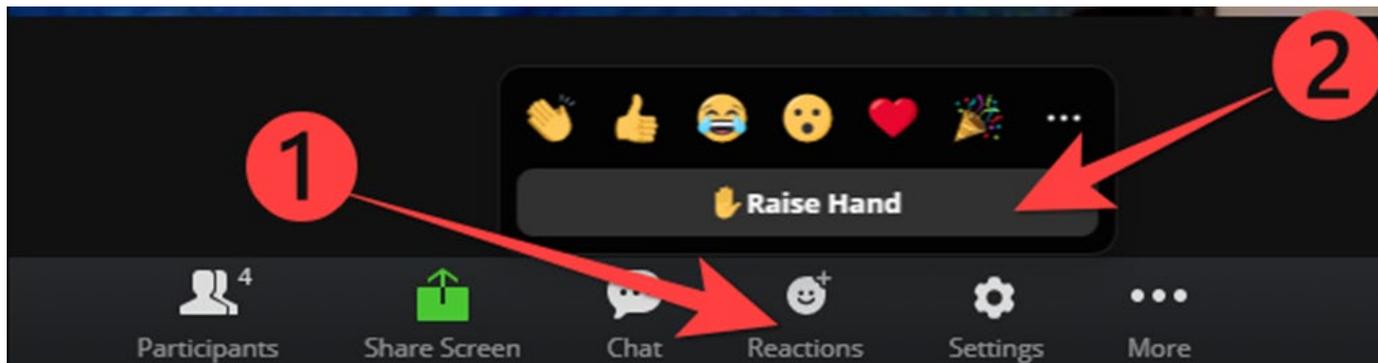
## **Sarah Sparks, AuD**

Audiologist at Baltimore  
Public Schools

Founder of Audiology  
Outside the Box



Place your questions in the chat or use the "raise hand" feature on Zoom



# **Large Group Debrief**

What did you learn from the panel discussion that you would bring back to your program?

**Enter your answer here:**

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# **Small Group Case Discussions**



Join a breakout room; choose a room with people from other programs (if possible)



Review case study presented on the next slide and linked in the chat



Discuss considerations for this case using listed questions as a guide



We will use [Jamboard](#) to capture ideas, linked in chat

A two-year-old child has hepatomegaly and petechiae at birth but no other symptoms. The family lives in a rural area of Florida and must travel approximately 80 miles each way to obtain pediatric audiological and ENT services. Monitoring the hearing sensitivity revealed a normal function for both ears until age 21 months. At that point in time, the right ear demonstrated a sudden onset of moderate sensorineural hearing loss, and the left ear showed a mild sensorineural hearing loss. The child was provided appropriately programmed hearing aids and enrolled in the IDEA (Individuals with Disabilities Education Act) Part C program for early intervention upon confirmation of the bilateral hearing loss. At 28 months of age, right ear hearing decreased to a borderline severe/profound hearing loss level, while left ear hearing sensitivity remained stable.

1. What should the management strategy include given the logistics, travel challenges and possible further changes in hearing sensitivity?
2. How would you counsel the family regarding the decrease in hearing sensitivity, current educational and amplification options, and future “what-if” discussion to make plans should the better ear become worse?

Consider:

- Short-term goals, tasks, needs, and resources
- Long-term goals, tasks, needs, and resources

**Close Out**



# Thank You!

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**Moderator** – *Patricia Roush*

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**Panelists** – *Samuel Atcherson, Katie Buck, Karen Muñoz, Sarah Sparks*

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**Post-EHDI Workshop Planning Committee**

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**LEND Faculty**

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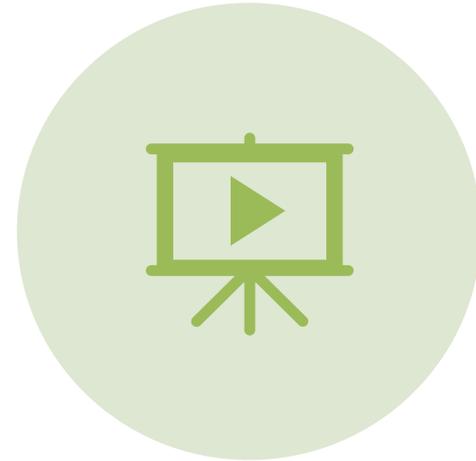
**HRSA Staff**

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**AUCD Staff**



Please fill out our [workshop evaluation!](#)  
Link in the chat.



Recording and workshop  
resources will be  
available within one  
week of the workshop.