

MARCH 15TH, 2022

But You Speak So Well: Perspectives of DHH Adults in the EHDI System

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Outline

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Our Stories

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Benefit of DHH Adults in the EHDI System

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Communication & Identity

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Biases/Assumptions

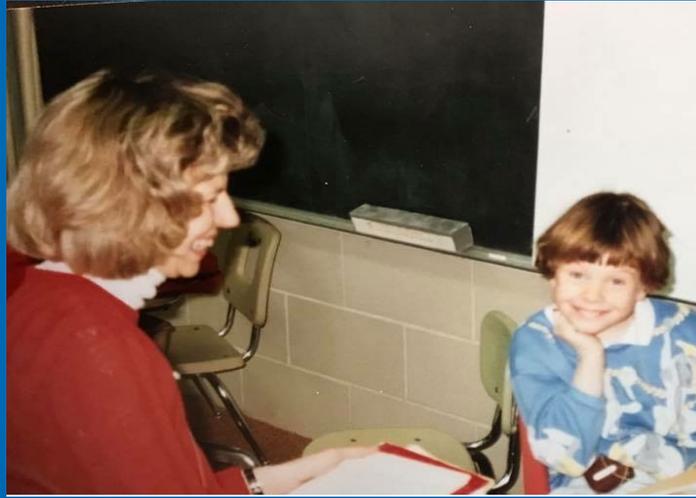
5

Accommodations & Support





Allison's Story



Sara's Story



BILOXI MUNICIPAL SEPARATE SCHOOL DISTRICT
SPECIAL SERVICES
MICHEL EDUCATION CENTER

P. O. BOX 168 — BILOXI, MISSISSIPPI 39533
TELEPHONE 435-4548

10/23/89

Dear Parent:

Your child, Sara Robinson, has failed his/her hearing screening at school. Please make him/her an appointment for an audiological examination. This can be done either by a private audiologist at your own expense, at Keesler AFB ENT Clinic, phone number 377-6287, (if you are eligible for services there), or free of charge at Harrison County Training Center for Exceptional Children in Gulfport, phone number 863-0583.

Enclosed you will find your child's screening sheet. Please take this with you when the audiological examination is done so that the audiologist can see what your child's hearing level was at school.

Please have the audiologist send his report to:

Rhonda Rosetti, R.N.

Michel Education Center
P. O. Box 168
Biloxi, MS 39533

If you have any questions, please feel free to call me at your child's school.

Thank you,

R. Rosetti, R.N.
School Nurse

Enclosure



Involvement of DHH Adults

Uniquely qualified to:

- Provide families with a positive and hopeful perspective
- Day to day experiences with a hearing difference
- 360 degree support
- Safe place to ask questions
- Models effective communication
- Connect with social-emotional experiences



"AUTHENTICITY is not
about telling all
—or telling all at once.
It's about making wise
decisions
about HOW and WHEN
to tell WHAT to WHOM"

—HarrietLerner

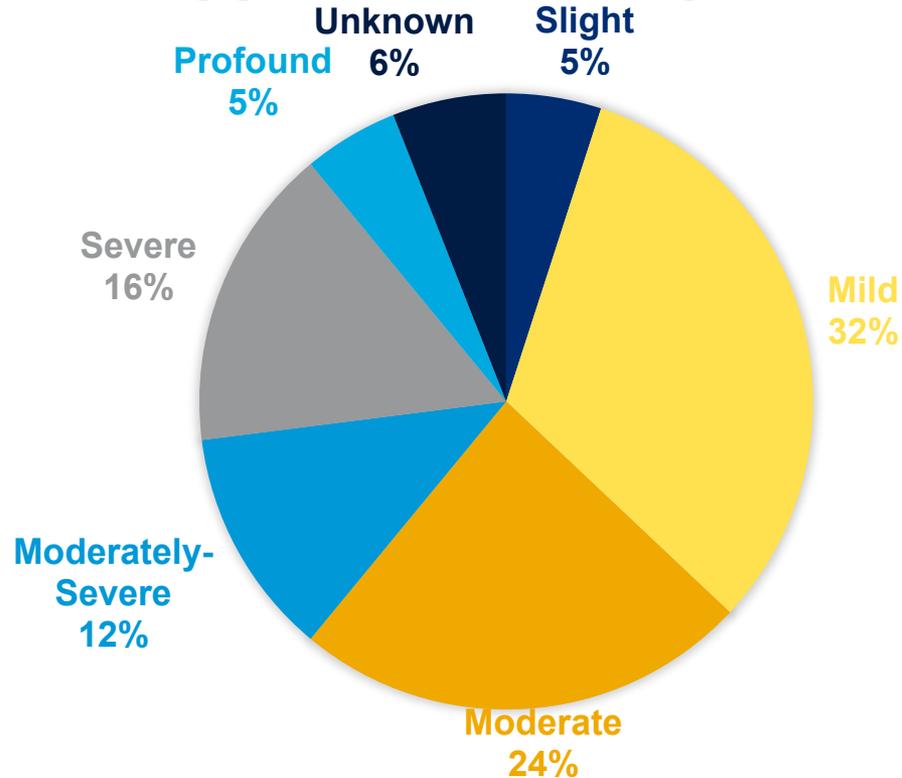
@harriet_lerner



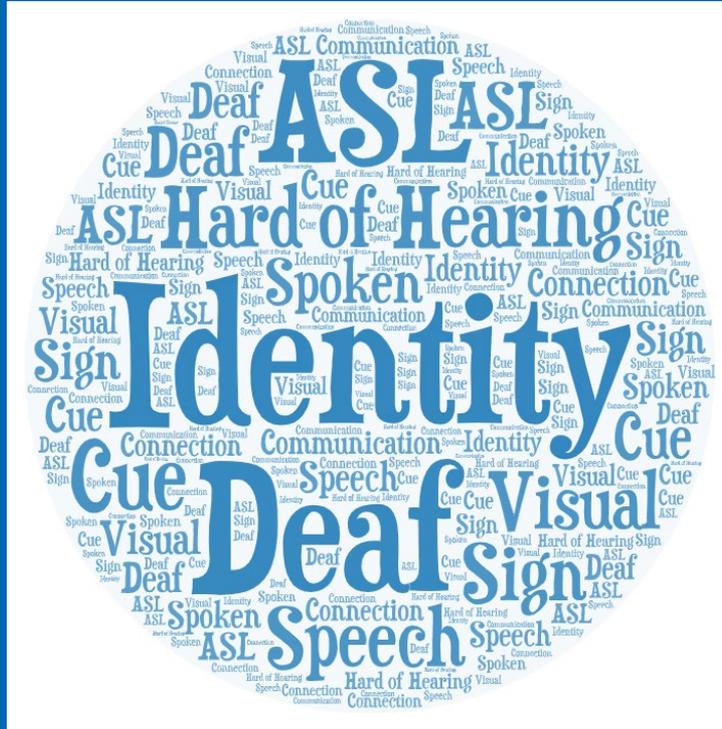
Representation Matters

2020
Colorado data
Includes
bilateral and
unilateral
*N=109 (lower than
actual numbers
due to
database/staffing
changes*

SUMMARY BY DEGREE

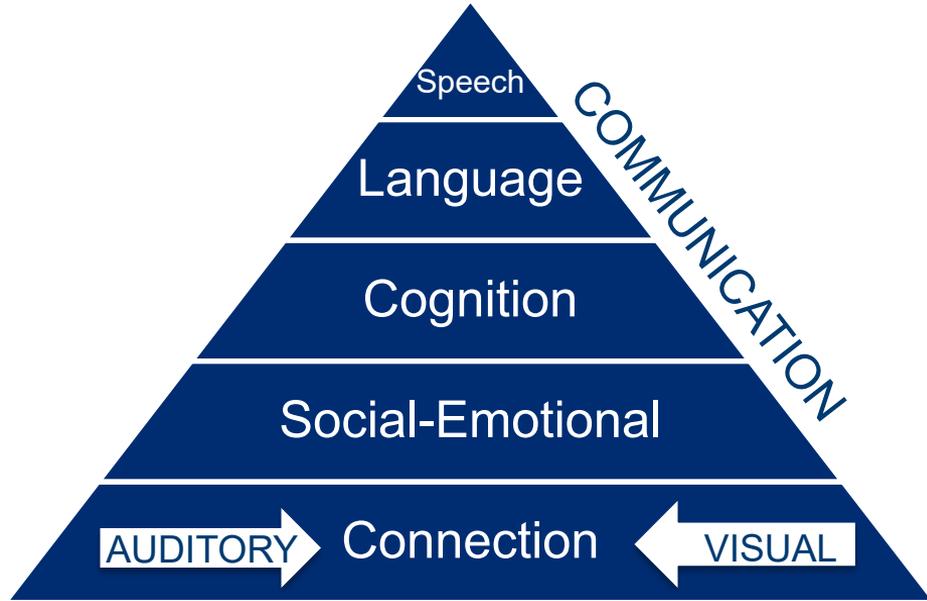


Supporting Identity

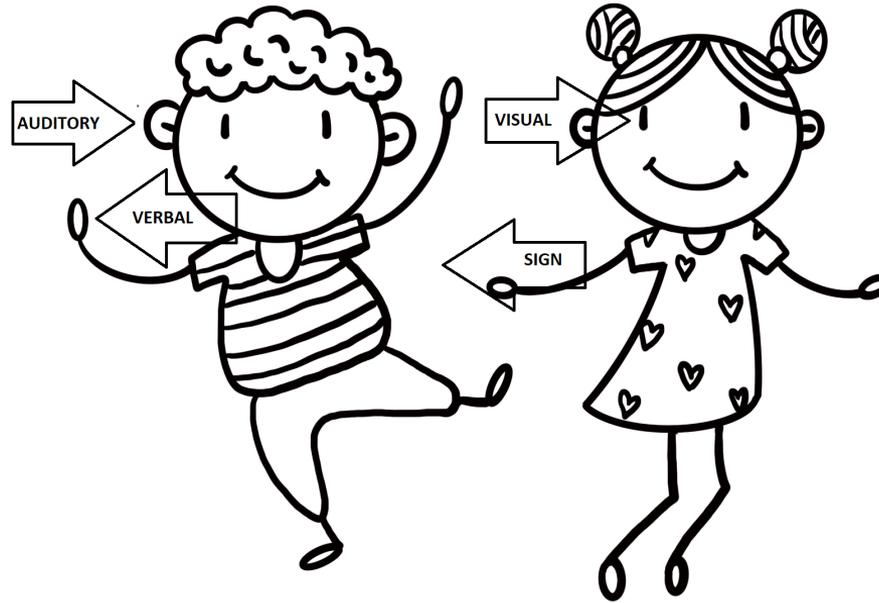


Communication Priority Pyramid

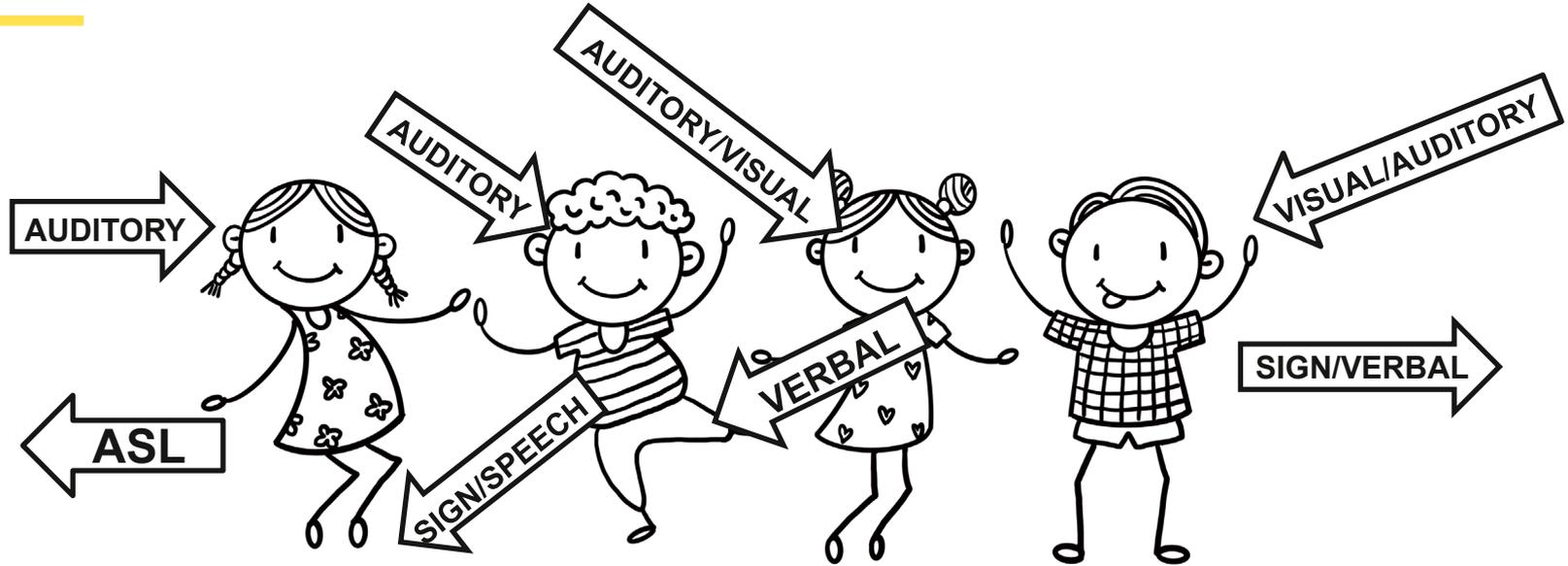
- Foster each child's ability to connect to others and the world around them
- Identify the unique strengths and needs of each child



Input = Output? / Output = Input?



Not Necessarily...



What does this look like?

Emma

- Communicates fluently with expressive spoken language
- Understands most information with listening
- Prefers ASL in addition to listening in difficult listening situations



What does this look like?

Aaron

- Understands using primarily listening
- Uses ASL expressively
- Has an additional diagnosis of childhood apraxia of speech



What does this look like?

Laura

- Communicates fluently with expressive spoken language
- Understands most information with listening
- Understands some ASL, prefers audibility first and then real-time captioning



Biases/Assumptions

- “But you speak so well”
- Spoken language “success”
- Not “deaf” enough
- “Passing” as typical hearing/assimilation
- It’s “just” mild



Listening Fatigue

From Davis et. Al. (2020)

- Additional attention, concentration, and effort needed to overcome auditory deficits can be significant, resulting in reports of increased stress and fatigue for adults with hearing loss
- Negative impacts on work performance and quality of life
- Exacerbated when listening demands are intentional and sustained over an extended period of time (long work day, meetings, extended social outings)
- Additional fatigue can be added by the continued need to advocate for oneself



Accommodations/Supports

- Visual access when needed
 - Captions, clear masks, ASL support
- Accommodations for listening fatigue
- Remote microphones



Final Thoughts



References

- Carotta, C., Koch Cline, M., & Brennan, K. (Eds.) (2014). *Auditory resource network: Handbook*. Omaha, NE: Boys Town National Research Hospital. Permission for use granted.
- Davis, H., Schlundt, D., Bonnet, K., Camarata, S., Bess, F.H. & Hornsby, B. (2020). Understanding listening-related fatigue: Perspectives of adults with hearing loss. *International Journal of Audiology*, DOI: 10.1080/14992027.2020.1834631
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- Robinson, S. (Summer 2021). Finding my stride. *Hands & Voices Communicator*, Volume XXV, Issue 4.



Thank you!

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