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DEAF ADULTS IN FCEI PROGRAMS EHDI 2019 / CHICAGO

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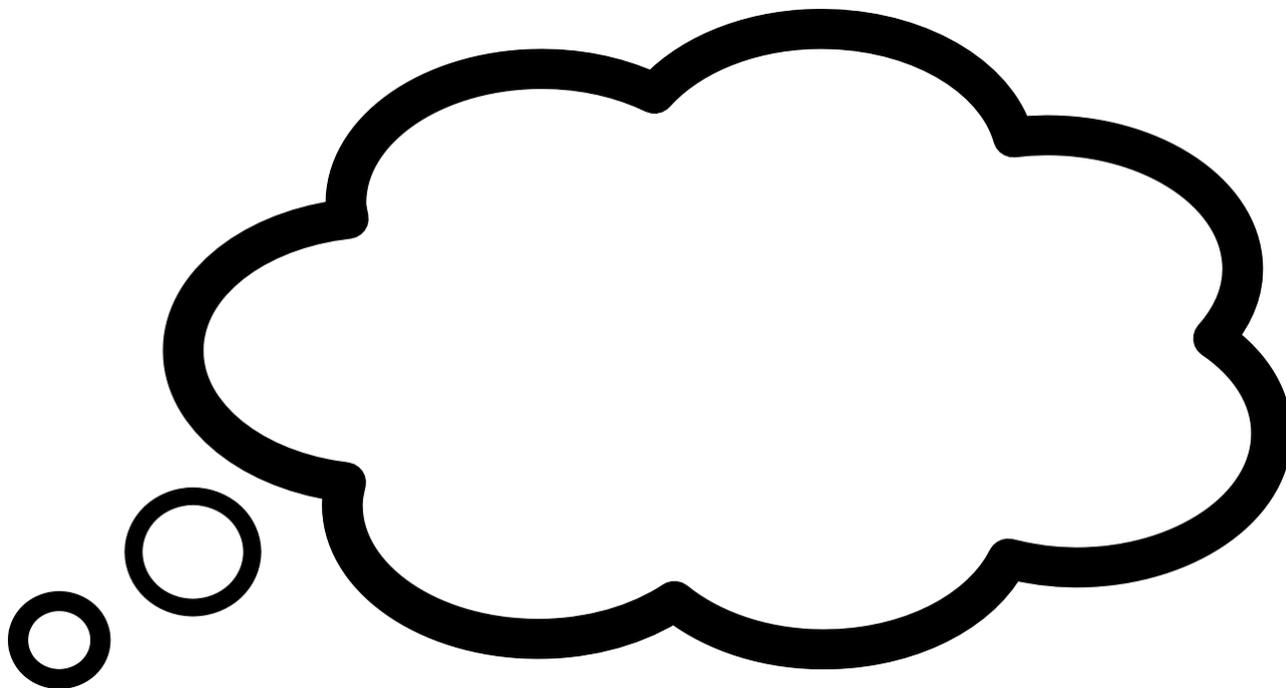
DEAF AND HARD OF HEARING BABIES BORN TO HEARING PARENTS IS AROUND WHAT PERCENT?

a. 10

b. 30

c. 50

d. 90



SHELLEY HANSON STRICKFADEN

MOTHER OF EVAN



“When we first received our son’s diagnosis, I looked at the doctor, he was hearing. I looked at the audiologist, she was hearing. I looked at the nurse, she was hearing; and as we walked out, I looked back at the receptionist and she was hearing. I had no idea what this (raising a deaf or hard of hearing child) was going to look like until you (the Deaf adult) walked in the door.”

POWERFUL INSIGHT



RESEARCH DEAF ADULTS



GREATER LANGUAGE GAINS
(Watkins, Pittman, & Walden, 1998)



**STRONG SENSE OF COMPETENCE IN
REGARD TO THEIR CHILD'S UPBRINGING**
(Hintermair, 2000)



**PARENTS DESIRE ADDITIONAL
OPPORTUNITIES TO CONNECT
WITH MENTORS, ROLE MODELS**
(Jackson, 2011)



FAMILY-CENTRED EARLY INTERVENTION

for children who are deaf or hard of hearing

AIM

The aim of the new website "Family-Centred Early Intervention" is to provide a platform for Early Intervention professionals, researchers and [parents](#) in order to exchange evidence-based best practice and experiences. Please feel free to send us your research results, new informations or [best practice](#) reports. Our [consensus paper](#) offers best practice for early intervention methodologies in four different languages.

VISION

"A world in which high quality Family Centred Early Intervention supports every deaf and hard of hearing child and family to achieve their best outcomes".

MISSION

"To connect and support parents, professionals and adults who are Deaf and Hard of Hearing to work together in global collaboration to share, learn from and develop the best research and evidence-informed practice in Family Centred Early Intervention".

Biannual international congress

Developed guiding principles—International consensus

- Influenced by JCIH

Deaf leadership pre-conference

- Survey focusing on roles of Deaf adults in early intervention

www.fcei.at

FOUNDATIONAL PRINCIPLES

1. Early, Timely, & Equitable Access to Services	6. Use of Assistive Technologies and Supporting Means of Communications
2. Family/Provider Partnerships	7. Qualified Providers
3. Informed Choice and Decision Making	8. Collaborative Teamwork
4. Family Social & Emotional Support	9. Progress Monitoring
5. Family Infant Interaction	10. Program Monitoring

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SURVEY

EXPLORE GLOBAL
PERSPECTIVES ON
INFUSING DEAF ADULTS
IN EARLY INTERVENTION
SYSTEMS



LEARN MORE ABOUT
ROLE OF AND BEST
PRACTICES FOR
INFUSING DEAF ADULTS

METHODOLOGY

Questions

Newborn screening and services
Deaf adults in EI systems
Respondents' backgrounds

Email invitation

FCEI listserv (350)
ACEDHH (250)
International Deaf and Disability Organization (50)

(approximately 650 emails)

LIMITATIONS

Instrument

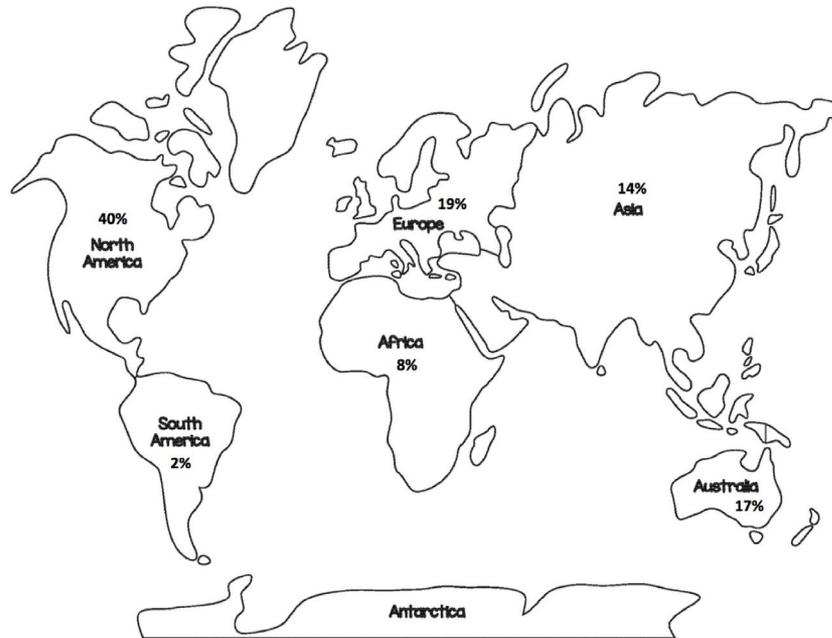
- background questions at end
- English

Self-reporting

Sample size

Demographic skew—access to online survey

RESPONDENTS



Continent	Percent	Respondents	Countries
North America	40%	19	Canada, Haiti, United States,
Europe	19%	9	Austria, England, Germany, Netherlands
Australia	17%	8	Australia, New Zealand
Asia	14%	7	Bangladesh, Cambodia, India, Iran, Israel, Palestine
Africa	8%	4	Ethiopia, Kenya, Nigeria, South Africa
South America	2%	1	Ecuador

Figure 1. Respondents residence grouped by continent (n=48)

FIRST POINT OF CONTACT

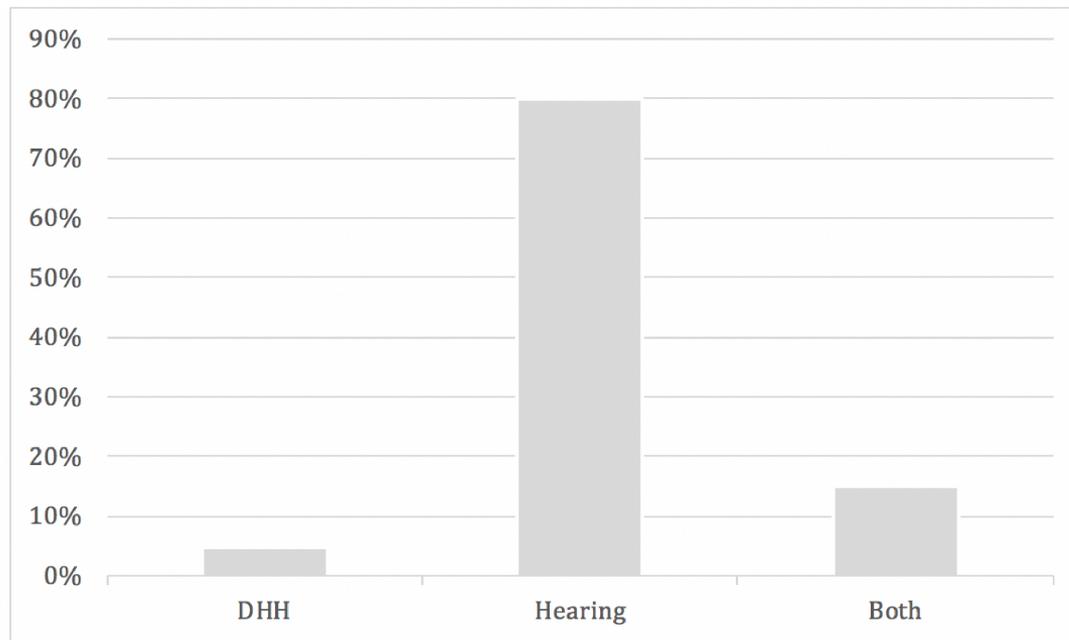


Figure 2. The hearing status of EI professionals who are the first point of contact for families (n=40)

ROLE OF DEAF ADULTS

Most common:

- Mentor/role model: 24%
- Sign language instructor: 20%

Least common

- Director: 3%
- First contact: 3%

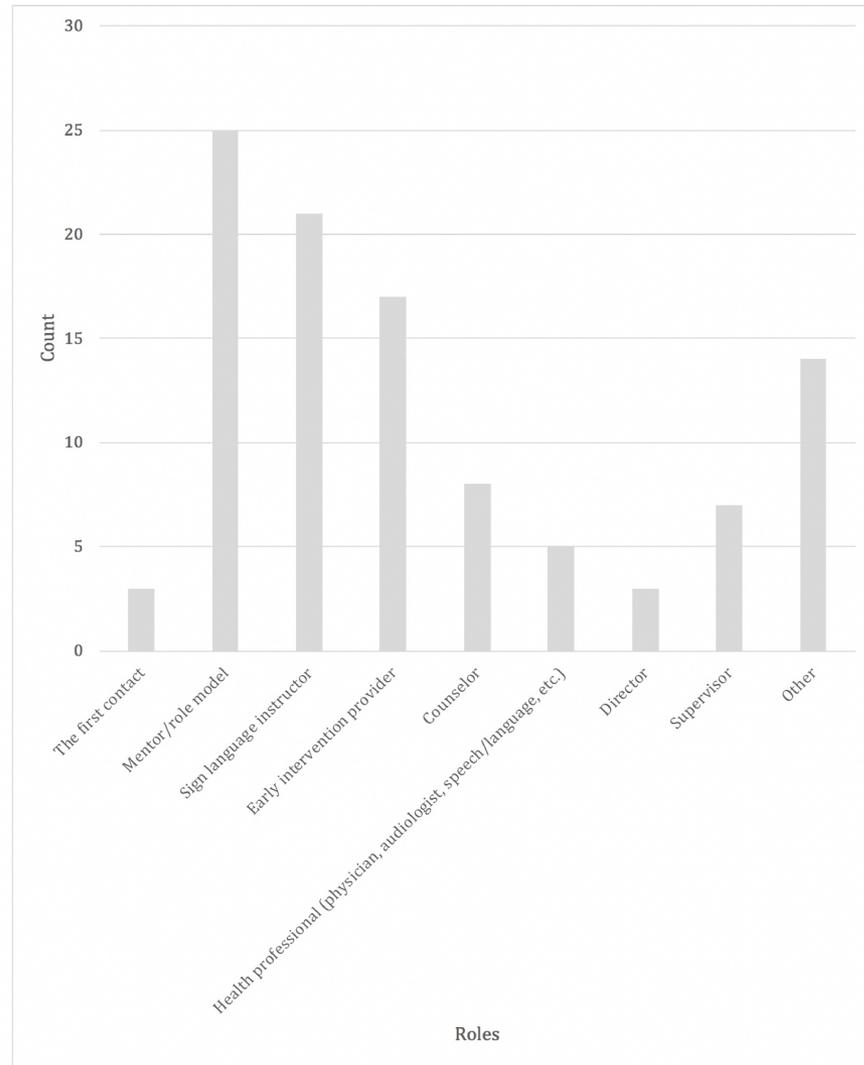


Figure 5. Roles deaf professionals have in EI programs (n=43)

SUPPORTS PROVIDED BY DEAF PROFESSIONALS

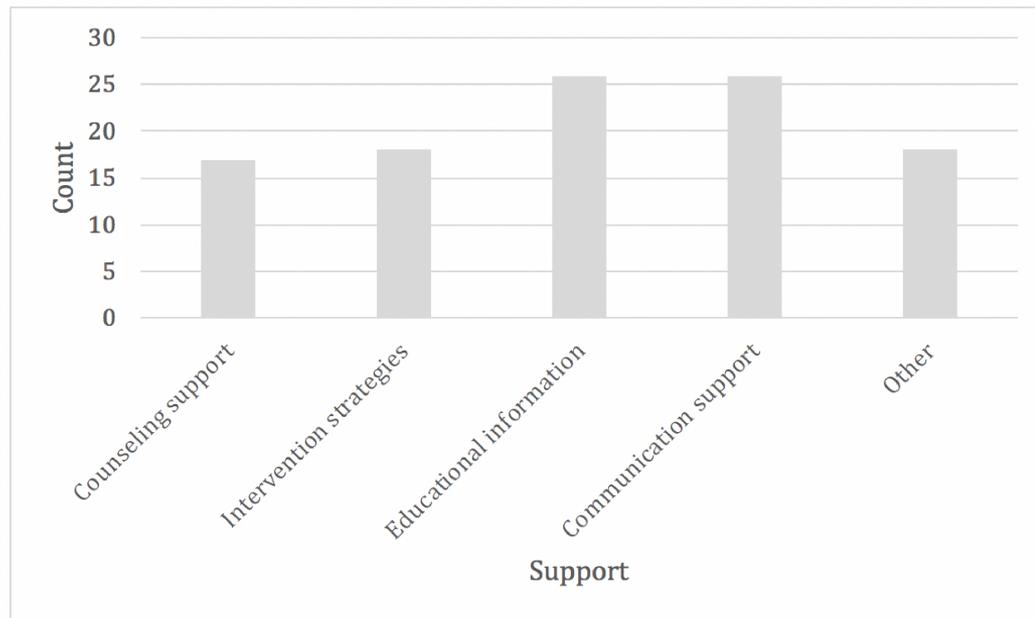


Figure 4. The support role of deaf professionals in the family (n=48)

DIVERSITY OF DEAF ADULTS

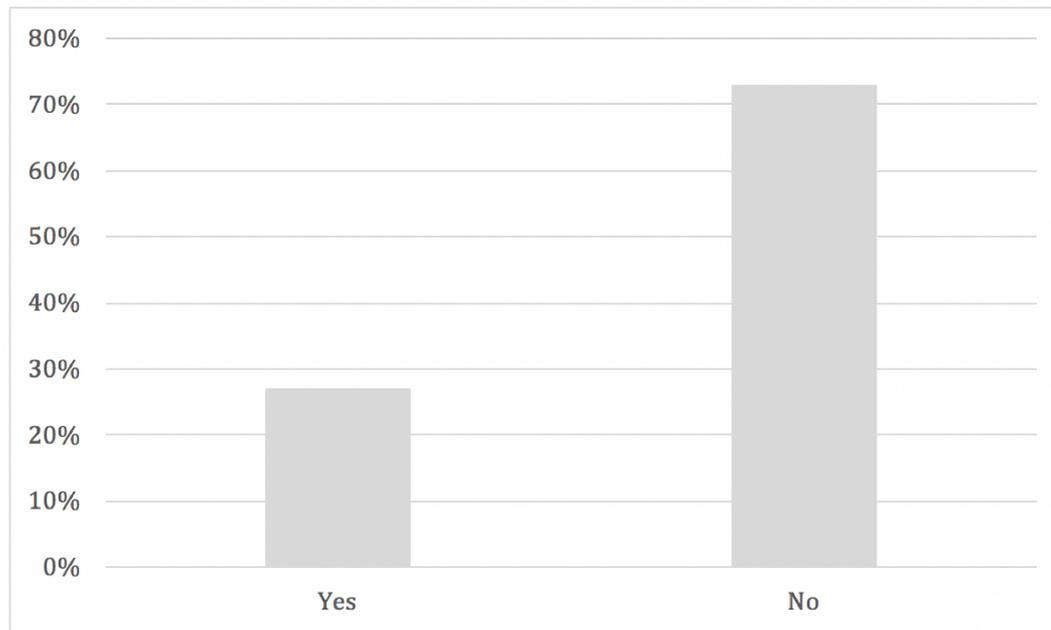


Figure 3. Diverse range of deaf professionals for families to connect with at some point in the child's life (n=48)

REASONS FOR LACK OF DIVERSITY

- Lack of available deaf professionals
- Lack of funding
- Comments

“Attitudes of hiring personnel’

“no encouragement to work in the field”

“lack of recognition of skill sets”

DEAF ROLES



RESEARCH DEAF CHILDREN OF DEAF PARENTS



VOCABULARY LEARNING ADVANTAGE
(Yoshinaga-Itano et al., 2017)



SECOND-GENERATION DEAF IQ ADVANTAGE
(Amraei et al., 2017)



BILINGUAL ADVANTAGE
(Davidson et al., 2014)

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FCEI FOUNDATIONAL PRINCIPLES

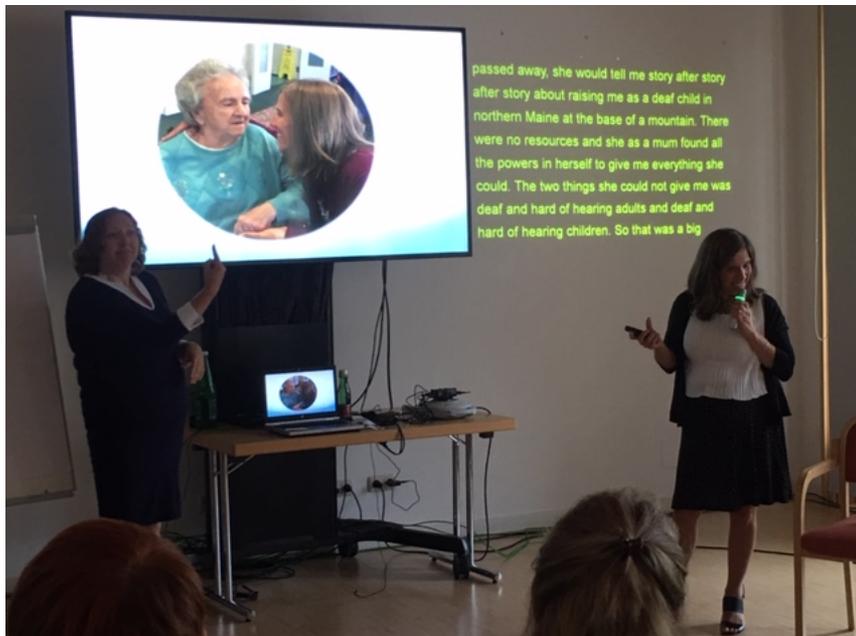
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ALL PRINCIPLES NEED TO EXPLICITLY INCLUDE DEAF ADULTS

PARTNERSHIPS



FCEI 2018



CALL TO ACTION

Formalize and Fund:

(e.g., legislation, grants, scholarships, positions)

Collaborate and Communicate:

(e.g., research, training, success stories)

Educate and Evaluate:

(e.g., training programs, workshops, principles/goals)

Infuse and Include:

(e.g., advisory board, diverse professions)

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