Pediatric Hearing Loss and Neurodevelopment

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Psychiatric Services for Deaf and Hard of Hearing Children

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Presentation Outline

- Introduction
- Psychiatric Services for DHH Children
  - Review of services offered
- What factors should be considered in evaluating children with hearing loss?
- What measures do I commonly administer and what accommodations do I make?
- Questions.
Psychiatric Services for Deaf and Hard of Hearing Children

- Who are we?
- What do we offer?
  - Therapy/counseling services: individual, family, and/or group
  - Case Management
  - Consultation
  - Medication Management
  - Case aide services
  - Psychiatric and Psychological evaluations
  - Summer Program
Why are specialists necessary?

- The assessment of children with hearing loss presents many unique and interesting challenges. Deaf and hard-of-hearing children as a group are far from homogenous. Each child has very unique needs. Degree of hearing loss, communication style and environmental factors are all critical to the interpretation and understanding of a child’s overall functioning. To adequately assess the needs of children with hearing loss, professionals must be skilled in assessment and sign language, and knowledgeable regarding the impact of hearing loss on a child’s overall functioning.
Diversity of hearing loss

- Degree of loss
- Unilateral or bilateral
- Age of onset
- Cause of onset
- Age of diagnosis
- Age at amplification
- Family belief system related to hearing loss
- Other difficulties (vision, motor, emotional, etc.)
- Cochlear implant/aides

Communication
- Oral
- Sign
  - ASL/SEE/PSE/Cued Speech
  - Simultaneous Communication

Language spoken in the home
Current Educational Placement
Educational history
Statistics

- 28 million Americans with hearing loss
- Approx 24k American babies born each year with significant hearing loss (2000)
- Previous common age for diagnosis
- Impact of universal screening
- About 90% of deaf children are born to hearing parents
Degree of Hearing Loss

- Normal range 0-25 dB
- Mild loss 26-40 dB
- Moderate loss 41-55 dB
- Moderately severe 56-70 dB
- Severe 71-90 dB
- Profound 91 dB
Lip Reading and Speech Skills

- Statistics on lip reading
- Environmental factors
- Familiarity with materials
Amplification Options

- Hearing Aid
- Cochlear Implant
- Use of FM
Manual Communication

- Sign Language Systems
  - American Sign Language
  - Signed Exact English
  - Pidgeon Sign
  - Home Sign
- Cued Speech
- Simultaneous Communication
Deaf Culture

Important Values

- American Sign Language
- Direct communication
- “Deaf” not “hearing impaired”
- Linguistic and cultural minority, not disabled
- Eye contact, touch, time, lighting
- Identification through school, clubs, sporting or community events
- Deaf literature: ABC stores, poems, humor
School Options

- Residential State School for the Deaf
- Private school for students with hearing loss
- Self-contained program within public school
- Mainstreamed with or without an interpreter
- General education versus special education classes
The diversity among these children is relevant at every stage along the assessment process

- Selection of testing materials
- Administration
- Interpretation
- Recommendations
Measures Administered

- **Cognitive**
  - WISC (verbal/performance)
  - UNIT
  - SB:FE
  - DAS
  - CTONI/TONI2
  - Leiter

- **Others**
  - Rey
  - NEPSY- selected subtests
  - WRAML2- selected subtests
  - VMI
  - Wisconsin
  - WJ for achievement
  - Tower of London; Wisconsin
Adaptations/Accommodations

- Use of interpreter/FM
- Be aware that deaf cannot look at paper and look at you.
- Vocabulary: spell for sign dependent and put in notes
- Testing of limits
Questions?

Thank you.