

Tracking Early Intervention Outcomes at the Program, State, & National Levels

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Disclaimer

The findings and conclusions in this presentation are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention (CDC).

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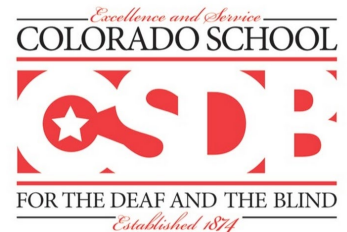
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ODDACE

OUTCOMES &
DEVELOPMENTAL
DATA ASSISTANCE
CENTER FOR
EHDI PROGRAMS



University of Colorado
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Today's Topics

- Overview of a new CDC-supported national outcomes surveillance project (ODDACE)*
 - Project purpose and goals
 - Eligible participants
 - Assessments
 - Potential obstacles
 - Benefits of participation

*CDC Award: CDC-RFA-DD20-2005



Outcomes and Developmental Data Assistance Center for EHDI (ODDACE)

Background

- Long interested in understanding language & developmental outcomes of children who are deaf or hard of hearing.
 - Does the capacity exist to systematically collect this data?
- Previous CDC-funded Projects

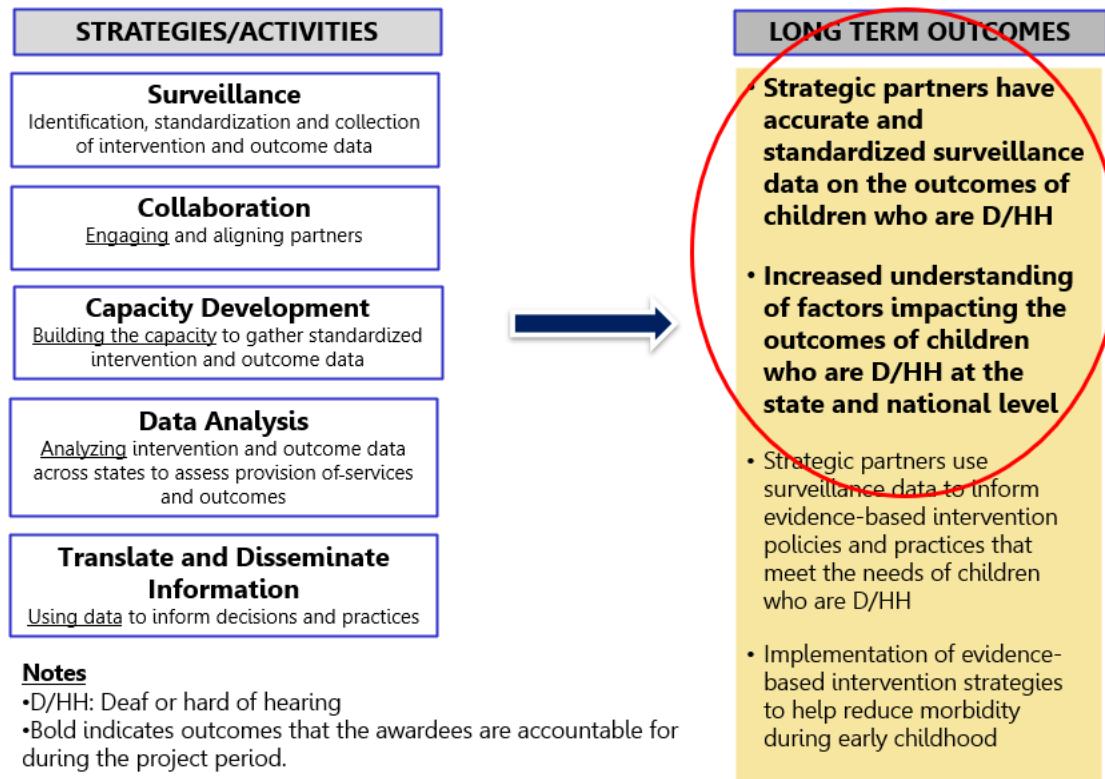


Outcomes and Developmental Data Assistance Center for EHDI (ODDACE) Programs

- Notice of Funding Opportunity released in Spring, 2020
 - NCBDDD Outcomes and Developmental Data Assistance Center for EHDI (ODDACE) Programs, CDC-RFA-DD20-2005
 - Four Focus Areas
 - Strengthen capacity
 - Assess relationship of intervention and outcomes
 - Promote best practices
 - Assist in implementation

Outcomes and Developmental Data Assistance Center for EHDI (ODDACE) Programs

ODDACE Logic Model



Project Goals

- **Support** states in assessing outcomes

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Project Goals

- **Support** states in assessing outcomes
- **Assist** states in using results to inform intervention
- **Develop** a national resource for EHDI that includes a comprehensive database of intervention and outcomes information
- **Determine** program, child, and family characteristics related to successful outcomes

Eligible Program Participants

- All early intervention programs that serve children who are deaf/hard of hearing
- Individual interventionists
 - If not connected to a program or program as a whole is not participating
- Individual families
 - If program/interventionist is not participating

Eligible Child Participants

- Ages 1 month to 3 years
 - Optional extension to age 6 years
- Unilateral or bilateral loss
- Any degree from mild to profound
- Additional disabilities or hearing loss only
- English, Spanish or ASL as language of the home

Procedures

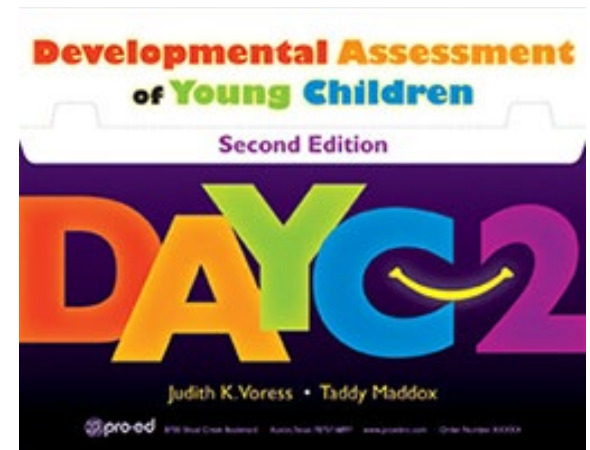
- Developmental assessments are completed by the parent and/or interventionist
- Assessment protocols are sent to the ODDACE team at the University of Colorado-Boulder
- Database of outcomes/test results is created and populated by the ODDACE team for each participating program

Required Assessments



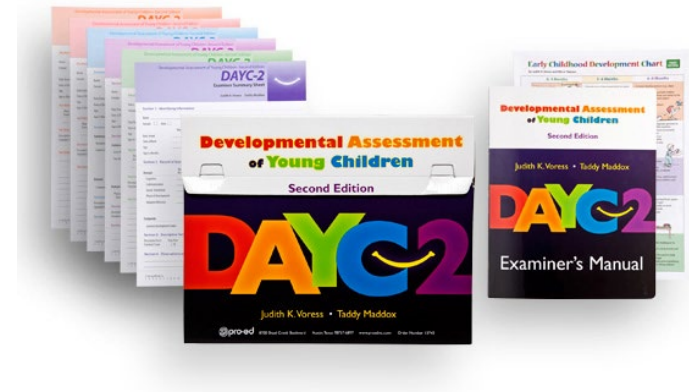
DAYC-2: Domains Assessed

- Cognitive
- Communication
 - Expressive language
 - Language comprehension
- Social Emotional
- Physical
 - Gross motor
 - Fine motor
- Adaptive Behavior



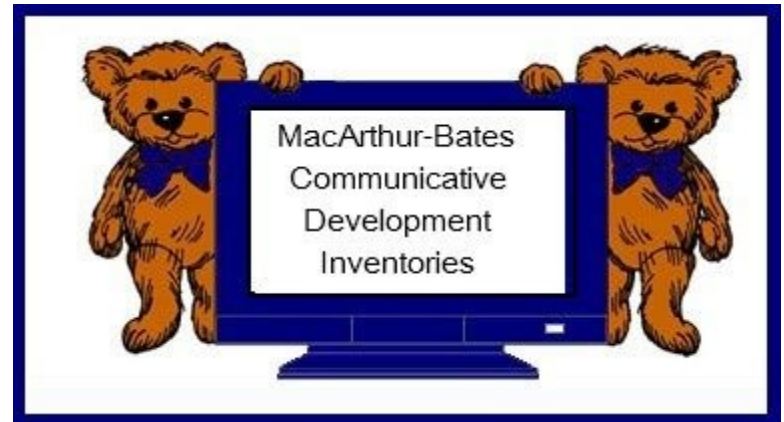
Developmental Assessment of Young Children: DAYC-2

- 1 month to 5 years
- Assesses multiple developmental domains
- Interview and observation
- ODDACE has included ASL alternatives for spoken English items



MacArthur-Bates Communicative Development Inventories

- 8 months to 3 years of age
- Completed by parent
- Words and Gestures
- Words and Sentences
- Level 3
- All levels measure expressive vocabulary
- English, Spanish and ASL versions



Optional Assessments



Communication Matrix

- Any age
- Interview and observation
- For children with global delays who are non-verbal
- Primarily focuses on pre-symbolic communication (e.g., gestures, eye gaze, facial expression, etc.)

Key:

- Blue = Surpassed
- Yellow = Not Used
- White = Emerging
- White = Mastered

Communication Matrix Profile for Parents and Professionals

Standard View

Cincinnati Auditory Skills Checklist (ASC)

- Any age
- Interview and observation
- Measures skills in an auditory *only* condition
 - Without gestures, sign or speechreading



SKI-HI Language Development Scale (LDS)

- 1 month to 5 years of age
- Measures receptive and expressive language
- Designed for children who are deaf or hard of hearing



Language Environment Analysis (LENA)

- 2 months to 4 years of age
- Records full day of spoken language
- Measures both child output and parent input to child
- Compares to norms for child's age
- Free from ODDACE to pilot for a year

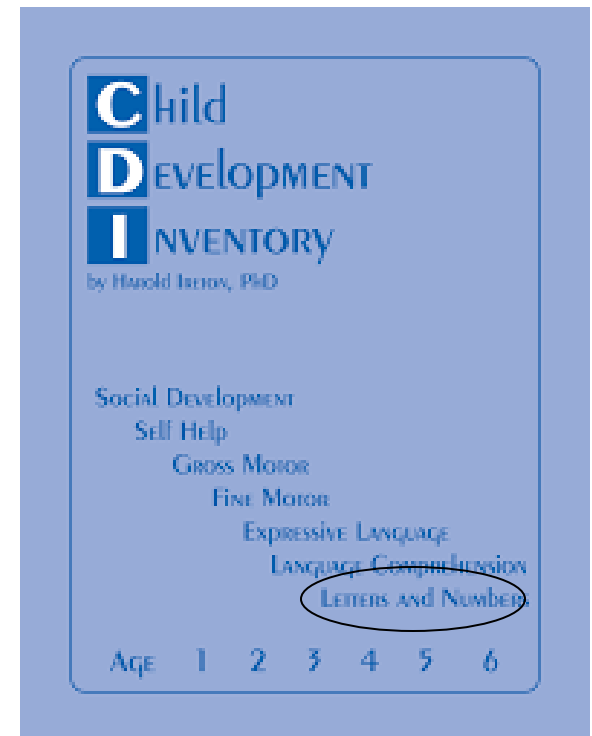


Pragmatics Checklist

- 3- to 6-year-old assessment
- Interview and observation
- Checklist of 45 pragmatic skills

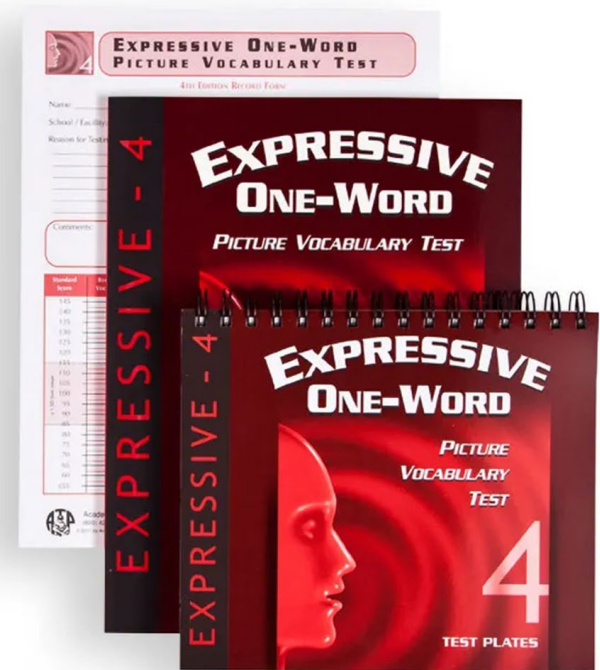
Child Development Inventory: Letters and Numbers

- 3 to 6-year-old assessment
- Early literacy and numeracy skills
- Completed by parent



Expressive One Word Picture Vocabulary Test (EOWPVT)

- 3- to 6-year-old assessment
- Administered by interventionist
- Child names pictures



Clinical Evaluation of Language Fundamentals (CELF) Preschool-3

- 3 to 6-year-old assessment
- Administered by interventionist
- 10 language subtests
- Can administer a reduced set of subtests



Services Provided by ODDACE

- Assessments scored
- Written report of results provided
- Graphic summary of developmental scores
- Comparison of scores to hearing norms
- Annual accountability report characterizing state's performance and comparing this to the national averages

Overcoming Potential Obstacles

- Assessment can reduce time for intervention
 - Assessment is an integral part of intervention
 - Familiarizes family with developmental seq
 - Improves family's observation skills
- Other assessments are required by my program/state
 - Database can be created with assessments you need/want to use

Benefits for Children and Families

- Includes parent input in assessment process
- Measures skills across variety of areas
- Identifies potential delays in a timely fashion
- Objectively monitors progress over time
- Compares performance to hearing children
- Enhances families' ability to observe and describe their child's skills

Benefits for Interventionists

- Determines eligibility; help justify services
- Monitors progress of child
- Alerts interventionist to need for referral
- Provides data for Part C to Part B transition
- Assists in IFSP/IEP goal development
- Provides data-driven approach to educational programming decisions

Benefits to All

- Contribution to national surveillance
 - Improve our understanding of language strengths and challenges of children with hearing loss
 - Help identify factors that are predictive of more successful language outcomes
 - Serve as a resource for EHDI stakeholders

How to Participate

- If you are interested in participating and/or learning more, contact:
 - Allison.Sedey@colorado.edu
- Visit our website by Googling “ODDACE University of Colorado Boulder”*

*URL not available at time of recording

**The ODDACE team would love to collaborate
with your state/program!**
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