

Meeting EHDI 1-2-3 vs. 1-3-6: A Comparison of Language Outcomes

EHDI Conference

March 6, 2023

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).

Acknowledgement

This project was funded by the Centers for Disease Control and Prevention (CDC)

Specifically, via cooperative agreement CDC-RFA-DD20-2005, NCBDDD Outcomes and Developmental Data Assistance Center for EHDI Programs (ODDACE)





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Background: EHDI 1-3-6 Guidelines

- The Joint Committee on Infant Hearing (JCIH) in 2000 recommended
 - Hearing screening by 1 month of age
 - Identification/confirmation of hearing differences by 3 months of age
 - Intervention by 6 months of age
- Commonly referred to as the EHDI 1-3-6 guidelines

Background: EHDI 1-3-6 Guidelines

- In 2019 the JCIH suggested that states meeting 1-3-6 might consider setting a new target of 1-2-3 months
- Transitioning to a 1-2-3 target may be quite challenging
- Will the time and resources needed to achieve this more ambitious 1-2-3 target result in better language outcomes?

Today's Topics

- Examine predictors of language outcomes including meeting versus not meeting EHDH 1-3-6 guidelines
- Compare language outcomes of children meeting EDHI 1-3-6 guidelines to those meeting 1-2-3

Project Database



- All data were collected under the ODDACE public health surveillance project
- Funded by the CDC
- 16 programs across 14 states participating
- Provides programs with outcome data
- Combines data across programs to examine factors that impact developmental outcomes
- See: www.colorado.edu/center/oddace

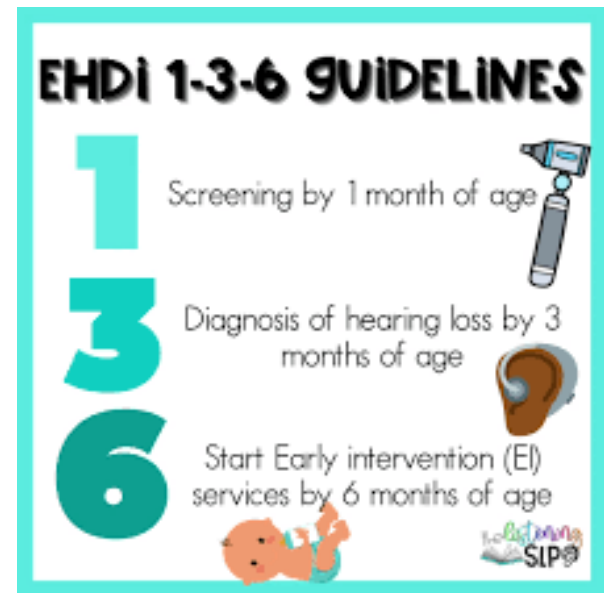
Participating States

- Arizona
- Colorado
- Florida
- Idaho
- Illinois
- Indiana
- Maine
- Massachusetts
- North Dakota
- South Dakota
- Texas
- Vermont
- Wisconsin
- Wyoming

Question 1

What factors are associated with better language outcomes?

Does meeting EHDI 1-3-6 guidelines make a positive difference in language scores?



Number of Participants

- 597 children (DAYC-2 outcomes)
 - Bilateral = 404
 - Unilateral = 193
- 532 children (MacArthur outcomes)
 - Bilateral = 358
 - Unilateral = 174

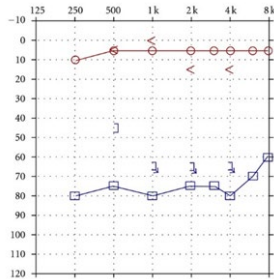
Participant Criteria for Language Outcomes Analysis

- Birth to 3
- Unilateral or bilateral hearing differences
- All levels of hearing difference
- Any home language
- Any communication mode
- No disabilities thought to affect speech or language development
- Most recent assessment

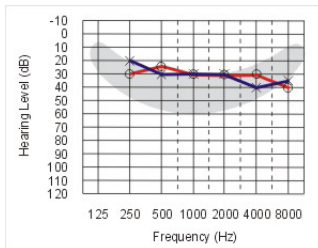
Language Outcomes Analysis: Participant Characteristics

- Chronological age
 - Range = 2 to 36 months
 - Mean = 22 months
- Gender
 - Boys = 53%
 - Girls = 47%

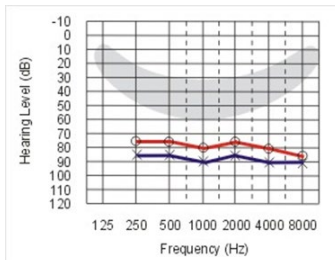
Hearing Levels



Unilateral = 32%



Bilateral: Mild & Moderate = 45%



Bilateral: Mod-Sev to Prof = 23%

Participant Characteristics

- English is spoken and/or written language of the home = 90%
- Hispanic ethnicity = 41%
- White race = 87%
- Hearing parents = 90%
- Average # of EI sessions per month = 4.2

Communication Approach

Approach	Percent
Spoken language	88%
Spoken only	53%
Spoken w/ occasional sign	35%
Sign with spoken language	12%
Sign only	1%

Meeting EHDI Guidelines

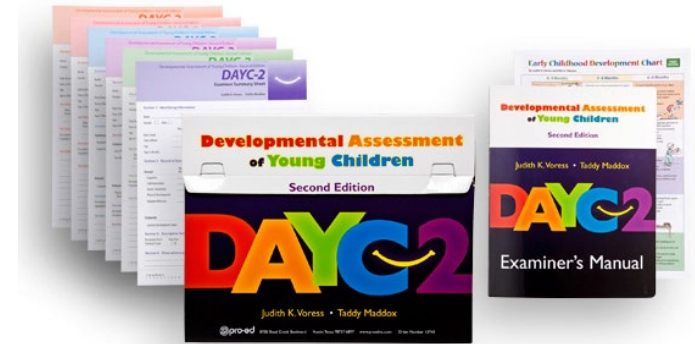
EHDI guideline category	Percentage
Identification by 3 months	77%
Intervention by 6 months	69%
Meets 1-3-6	62%

Assessment Components

- Demographic form
- Audiologic information
- Developmental Assessment of Young Children (DAYC-2)
- MacArthur-Bates Communicative Development Inventories

Developmental Assessment of Young Children - DAYC-2

- Based on observation and parent report
- Examined Receptive and Expressive Language subscales
- Adapted to reflect abilities in both spoken and sign language



MacArthur-Bates Communicative Development Inventories

- Assesses diversity of vocabulary
- Parent-report instrument
- Includes both spoken and signed expressive vocabulary



Determining Predictors of Language Outcomes

- Model selection approach
 - Forward-backward stepwise
 - Determines which predictors contribute significantly to the model, balancing model fit with complexity
- Statistical Analysis:
 - Linear regression

Three Models: Outcome Variable

- Three predictive models each examining a different language outcome
 - DAYC-2 Expressive Language
 - DAYC-2 Receptive Language
 - MacArthur Expressive Vocabulary
- Used percentile scores for each measure

Significant Predictors of Language Outcomes

Significant predictors of all 3 language measures ($p < .01$)

- Primary caregiver years of education
- Mild and Mod hearing levels vs. Mod-Sev to Profound
- Meeting EHDI 1-3-6 guidelines
- Not significant:
 - Unilateral vs. Mild and Mod bilateral

Significant Predictors Language Outcomes

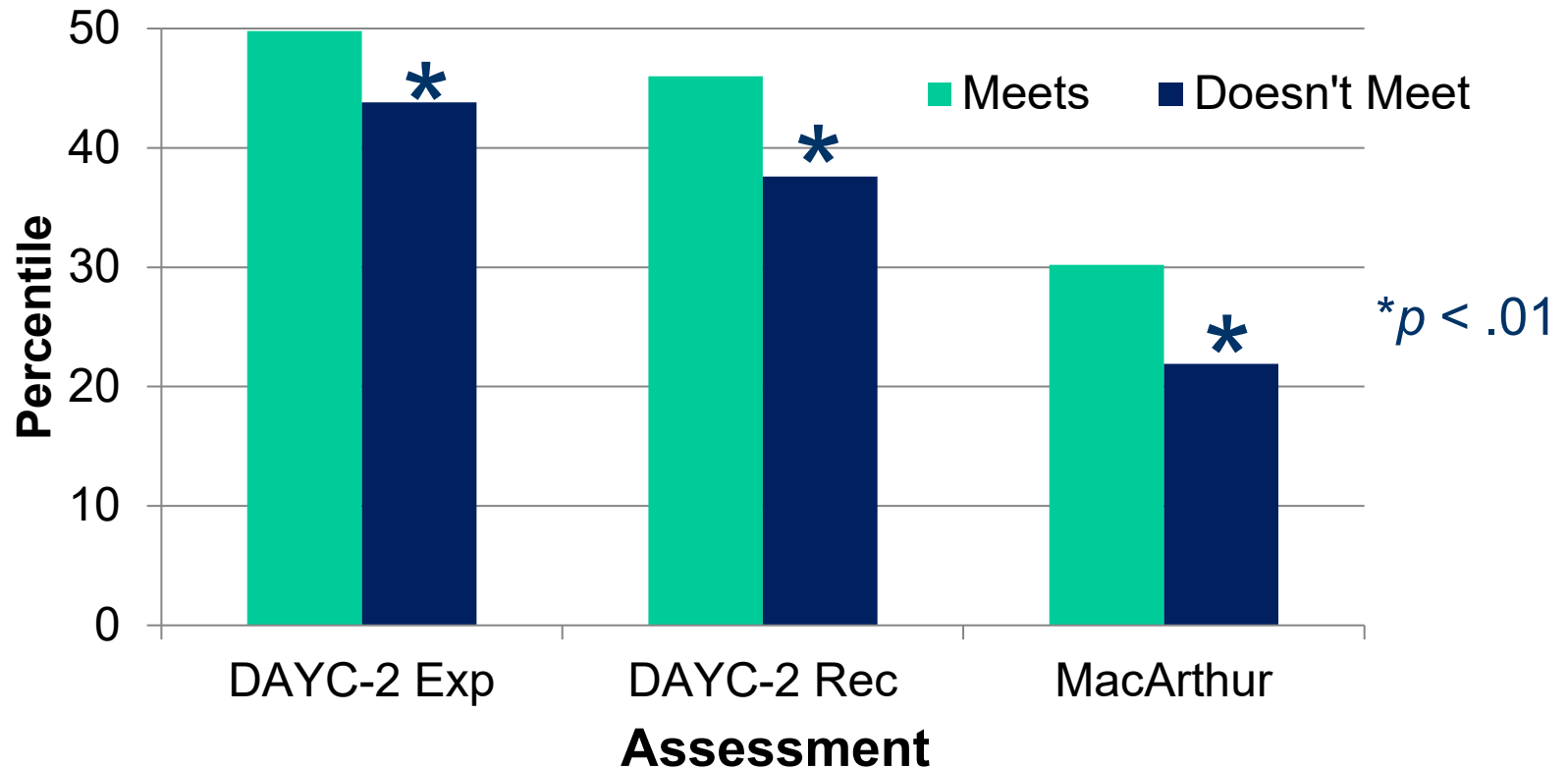
Significant predictor ($p < .01$) of DAYC-2 but not MacArthur

- Girl vs Boy (girls higher percentile scores)
- MacArthur has separate norms for girls and boys so accounts for sex differences

Significant predictor ($p < .01$) of MacArthur but not DAYC-2

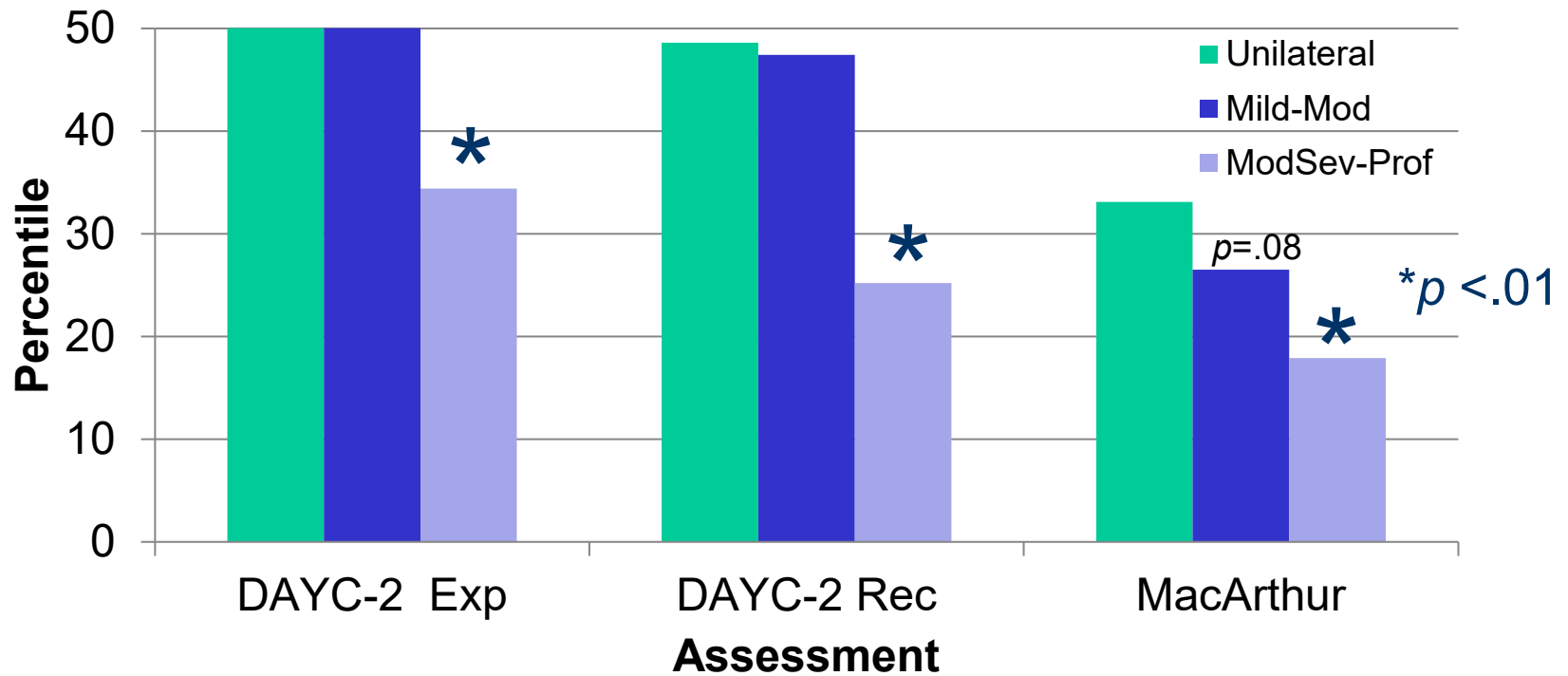
- As chronological age increases, vocabulary percentile decreases (gap widens with age)

Mean Language Percentiles: Meets EHDI 1-3-6 Guidelines



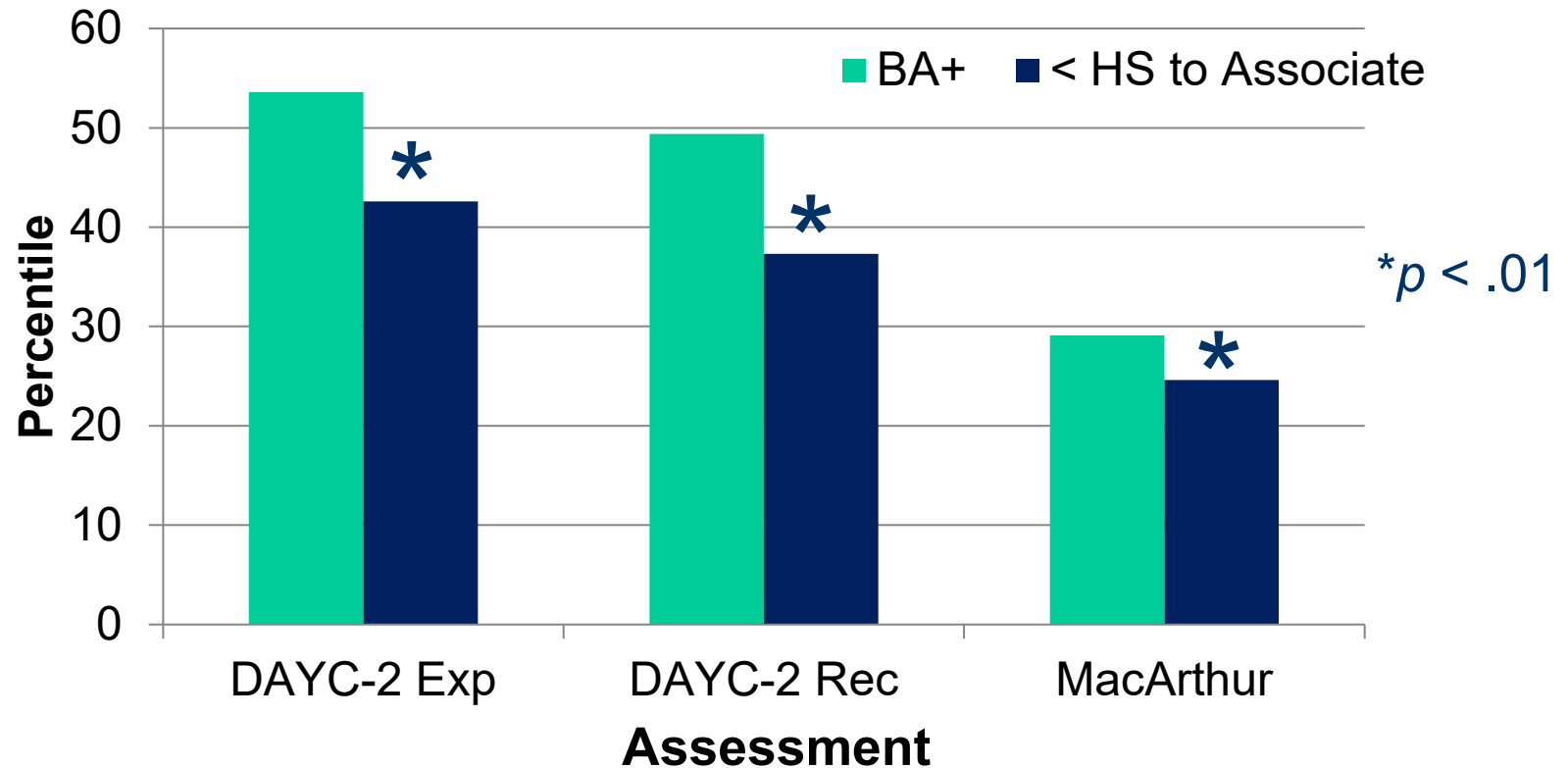
Mean percentile for hearing children in the normative sample = 50

Mean Language Percentiles: Unilateral and Bilateral



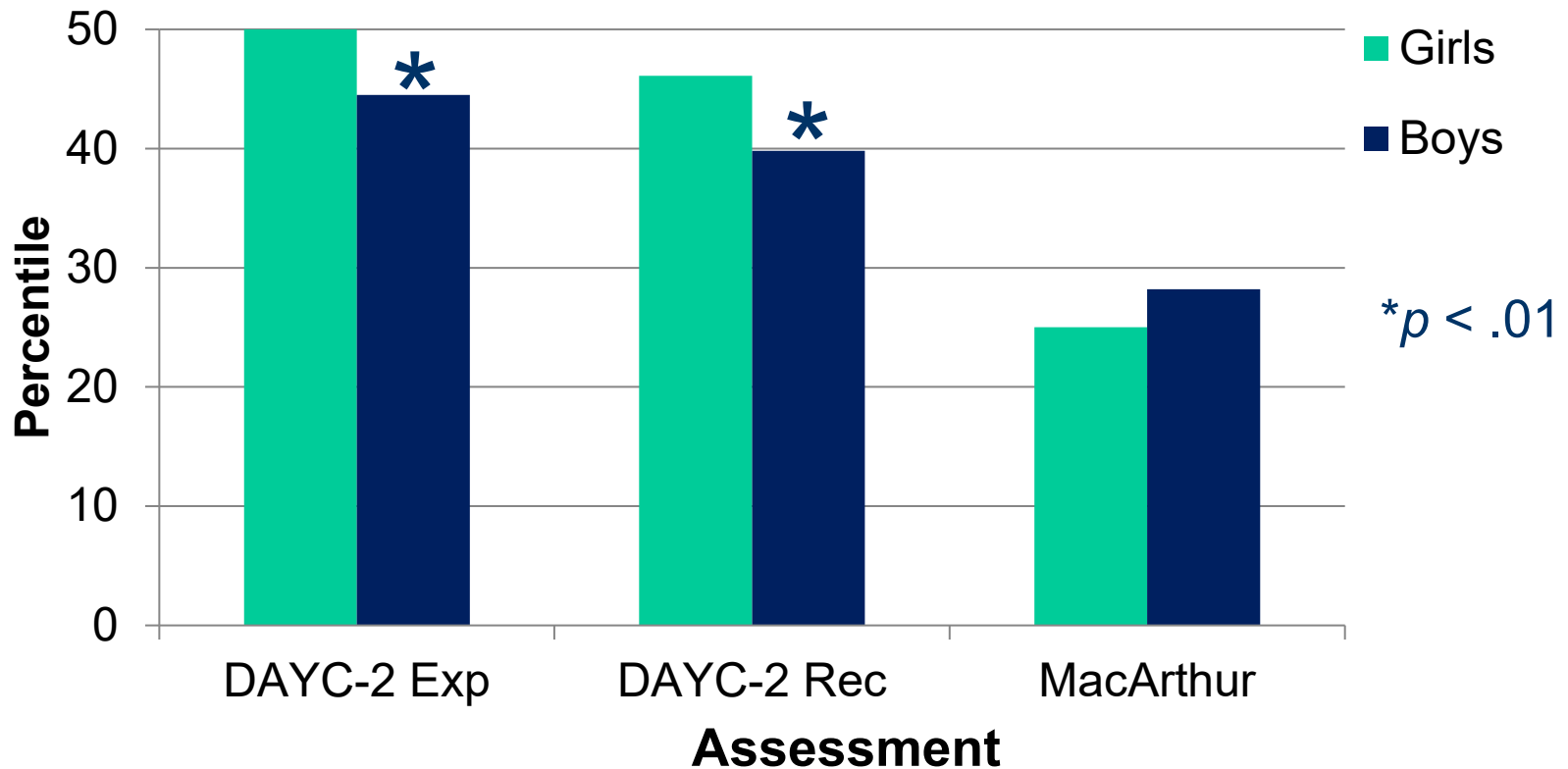
Mean percentile for hearing children in the normative sample = 50

Mean Language Percentiles: Primary Caregiver's Level of Education



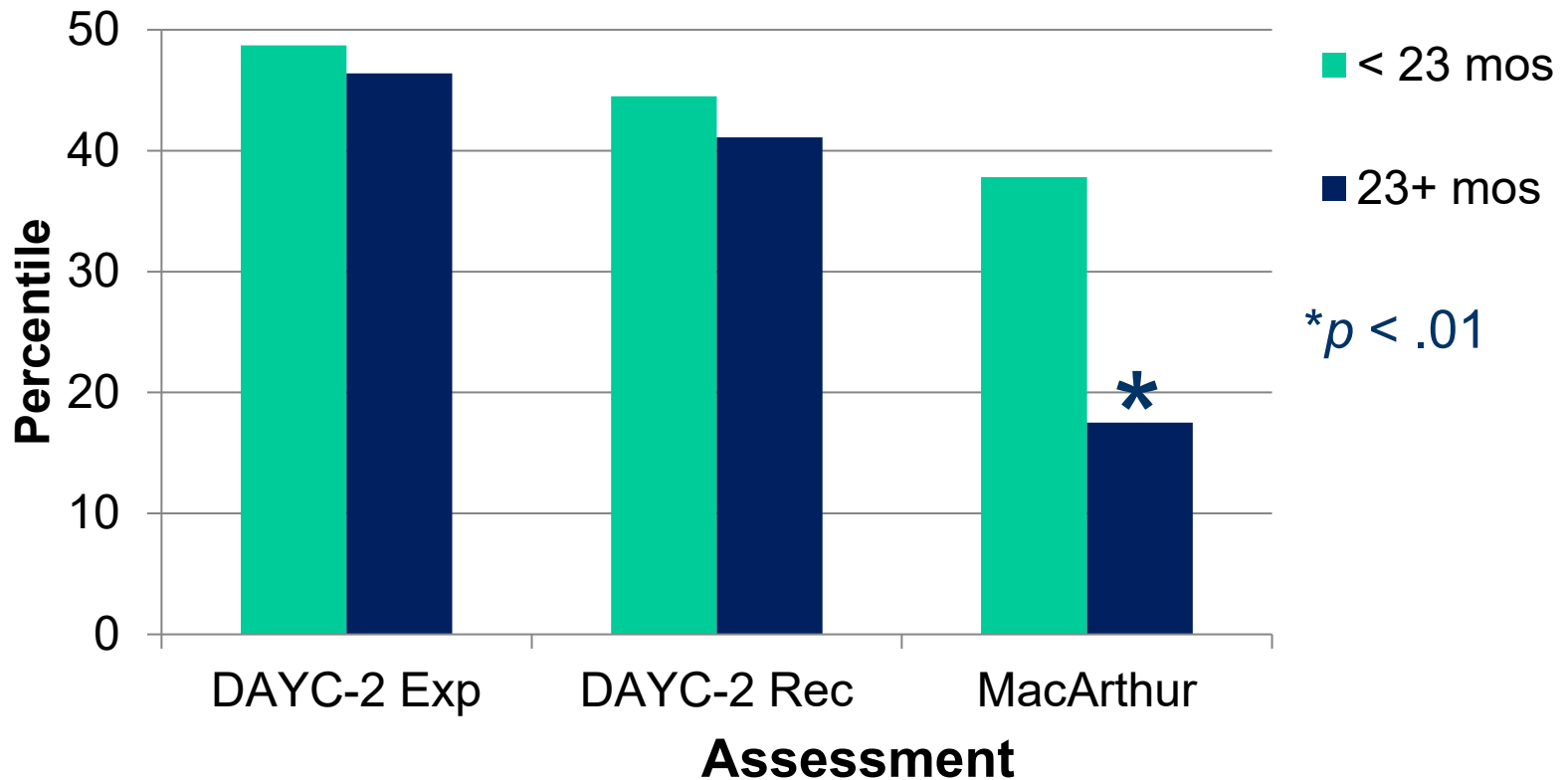
Mean percentile for hearing children in the normative sample = 50

Mean Language Percentiles: Boys vs. Girls



Mean percentile for hearing children in the normative sample = 50

Mean Language Percentiles: Younger vs. Older



Mean percentile for hearing children in the normative sample = 50

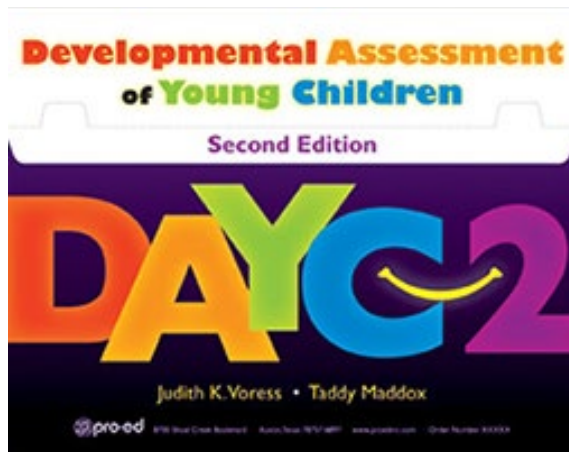
Question 2

Do children who meet 1-2-3 demonstrate better language outcomes than children meeting 1-3-6 (but not 1-2-3)?



Number of Participants

DAYC- 2 = 369



MacArthur CDI = 311



EHDI 1-2-3 vs. 1-3-6

Controlling for sex, chronological age, degree/laterality of hearing levels, and primary caregiver's level of education...

There were NO significant differences in percentile scores for any of the three language measures for children meeting 1-2-3 vs. 1-3-6

Conclusions

- Based on the results of this study, the higher levels of burden and stress on families, professionals, and systems to achieve a new target of 1-2-3 does not seem warranted

Conclusions

- Meeting EHDI 1-3-6 guidelines is a significant predictor of language outcomes
- In this sample only 62% of children met these guidelines

Conclusions

- Acquiring an age-appropriate lexicon is a challenge for many children with 42% of the children falling at or below the 10th percentile
- Gap between CA and vocabulary age increases over the birth to 3 period

Research to Practice: What should we do?

- Understand vocabulary size benchmarks and share this info with families
- Average expressive vocabulary size in hearing children:
 - 12 months = 5 words
 - 18 months = 85 words
 - 24 months = 300 words

Research to Practice: What should we do?

Even if a child is off to a great start...

- Assess language at 6-month intervals using norm-referenced instruments
- Include a rigorous and specific vocabulary test (e.g., the MacArthur CDI) in your test battery

With Appreciation

*Thank
you*



- to the families who shared their children's information with ODDACE
- to the interventionists who took the time to complete and send in the assessments
- to the ODDACE Assessment Coordinators
- to the ODDACE Project Assistants