

EHDI *Express*



Monthly ePublication of the American Academy of Pediatrics Early Hearing Detection & Intervention Program

Front Page Feature

By Michelle Esquivel and Sandi Ring

The focus of the 2017 National Early Hearing Detection and Intervention (EHDI) meeting in Atlanta, GA, was to bring together diverse and dedicated individuals committed to improving the EHDI system.

The American Academy of Pediatrics (AAP) EHDI Chapter Champions fulfill their leadership role by developing and facilitating annual work plans that focus on education, collaboration, establishing linkages within the pediatric clinical community and information sharing. By developing a written plan of action—or work plan—Chapter Champions solidify their annual goals. Initiatives outlined on these plans align with the priorities of the national American Academy of Pediatrics (AAP) EHDI program and the Academy's cooperative agreements with the Maternal and Child Health Bureau and the Centers for Disease Control and Prevention.

The work plans prepared by the Chapter Champions who attended the EHDI meeting include categories focused on education, communication, partnerships and quality improvement. These are the main areas where the Chapter Champions will focus their efforts.

The Chapter Champions focus on the following:

- Raising awareness regarding the diverse needs of families who have a child who has been identified as Deaf or Hard of Hearing
- Educating providers around both the clinical and cultural needs of children who are deaf or hard of hearing and their families
- Develop collaborative relationships that build synergy and strength among all state stakeholders.

Work Plans are evolving and living documents. Chapter Champions are encouraged to modify their plans as new opportunities are identified. To date, work plans have been prepared and submitted from 37 chapter champions.

Chapter Champions who have not yet completed their work plan should contact their Regional Network Liaison for support and direction. Plans are due to Sandi Ring no later than **March 10**.

In Every Issue...

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Quality Improvement (QI) Buzz

New Quality Improvement Tool - Now Available



Note: The role of Chapter Champion is to share information with—and provide tools and resources to—stakeholders within the Early Hearing Detection and Intervention system. This new tool can be the focus of potential outreach to audiologists within your chapter.

The National Center for Hearing Assessment and Management (NCHAM), the National Initiative for Children's Healthcare Quality (NICHQ), the Minnesota EHDI program and the Wisconsin EHDI program, have partnered to create a free, web-based, interactive website that compiles the best quality improvement information and practices regarding audiology care.

This [Action Kit](#) is designed to help audiology practices provide reliable follow-up care after newborn hearing screening. Providers participating in a series of national learning collaboratives developed the ideas and tested the improvement strategies that have led to the promising practices in this kit.

Action Kit Features an Assessment Tool

Part One of the action kit includes an interactive assessment tool that includes calculated scoring designed to help audiology practices identify opportunities for improvement in the following four areas:

1. Pre-Appointment Activities
2. Appointment Procedures
3. Reporting Results
4. Next Steps Following Diagnosis

The assessment tool is meant to assist clinics in prioritizing processes that most need change, and have the highest chance for success given the context and constraints unique to each clinical environment. The action kit provides step-by-step guidance for forming an improvement team and starting a quality improvement project.

Clinical Corner

Home Visiting Programs for Families of Children who are Deaf or Hard of Hearing: A Systematic Review

Being identified as Deaf or Hard of Hearing at a very young age may impact a child's communication. Children identified as D/HH need support to develop communication skills that can enhance their ability to learn and to process language (whether visual or spoken). Home visiting is widely recognized as a cost-effective service delivery model. Home visiting programs for promoting communication in children who are diagnosed as deaf or hard of hearing have been in existence for over 50 years, yet there is limited evidence of their effectiveness.

This [review](#) was undertaken to assess the evidence of effectiveness of home visiting in children with pre-lingual hearing loss. While many studies have examined early intervention for children who are deaf or hard of hearing, few are published about specific home visiting programs meeting the criteria for inclusion in this review.

This continuum of care from early detection and support for children who are diagnosed as deaf or hard of hearing is multifaceted and requires a multidisciplinary approach to care (JCIH, 2013). The origins of EHDI programs share this multidisciplinary approach to family-centered care, recognizing the importance of the family as part of the system of care for children who are deaf or hard of hearing.

Source: Nicholson, N, Martin, P, Smith, A, et al. Home visiting programs for families of children who are deaf or hard of hearing: a systematic review. *Journal of Early Hearing Detection and Intervention*. 2016; 1(2);23-38.

Action Kit Provides Best Practice Ideas and Solutions

Each of the four improvement areas listed above contain a brief description and overview along with a list of strategies that have been developed, tried, and tested by a variety of practice sites and in a number of settings; they have been shown to consistently result in improvements. When a clinic finds a strategy that looks interesting, they can find a variety of change ideas in the action kit that come with potential measures and tools that can be used or adapted.

Questions or feedback about this new resource can be directed to improveaud@gmail.com.

Family Partnerships

A New FREE resource for families of children Birth to 3 who want to learn ASL

SignIt is an innovative new [online curriculum](#) for learning American Sign Language (ASL) developed collaboratively by the Signing Time Foundation and the National Center for Hearing Assessment and Management (NCHAM). The instruction is done by professional actors (both deaf and hearing) who are fluent in ASL. Sessions can be completed at an individual pace. Built-in quizzes provide feedback about how well one is learning the material. Highlights in the curriculum are video vignettes showing conversational ASL, interviews with deaf celebrities, and instruction about ASL grammar and Deaf culture.

Free access to SignIt ASL is made possible through generous support from various private foundations and the *federal Maternal and Child Health Bureau (MCHB)* (cooperative agreement #U52MC04391). The design and content of SignIt ASL is solely the responsibility of the Signing Time Foundation and NCHAM.

Medical Home Resources

CMS Toolkit for Implementing the National Culturally and Linguistically Appropriate Services (CLAS) Standards

A [new toolkit](#) from the Centers for Medicare & Medicaid Services enables organizations to implement the national CLAS standards to improve health equity. The toolkit also provides practical tools and examples of CLAS, efforts to implement the national CLAS standards that can be adapted for use by health care organizations. Resources are organized by the four CLAS domains and corresponding standards. They also are grouped by population—people with disabilities, limited English proficiency, low health literacy, racial and ethnic minorities, and sexual and gender minorities.

The provision of culturally and linguistically appropriate services (CLAS) is important for combating disparities and is an essential tenet of family centered care in the context of the medical home. In 2000, the United States Department of Health and Human Services Office of Minority Health promulgated the National CLAS Standards, and in 2013 released the enhanced National CLAS Standards to guide health and health care organizations in their efforts to ensure health equity. The National CLAS Standards describe a framework to deliver services that are culturally and linguistically

appropriate and respectful, and that respond to patients' cultural health beliefs, preferences and communication needs. Standards can be employed by all members of a health care organization, state or community.

This toolkit is designed for use by health care organizations, including health plans, provider practices and hospitals, states and communities, that have decided to improve health equity and implement the National CLAS Standards. Although many of its resources were designed for a specific user or setting, such as a hospital leader, they be used or adapted to other users and settings.

And More....

When a Newborn Doesn't Pass the Hearing Screening: How Health Professionals Can Encourage Follow-up Hearing Evaluations for Newborns

Information about an infant identified as Deaf or Hard of Hearing impacts not only the child, but also his/her family, friends, and teachers. The National Institute on Deafness and Other Communication Disorders (NIDCD) maintains a directory of organizations that can answer questions and provide printed or electronic information on communication considerations for parents of children who are Deaf or Hard-of-hearing.

The AAP EHDl program implementation staff send this e-mail update to the Academy's EHDl Chapter Champions, other interested AAP members, state EHDl coordinators, and other stakeholders. For additional information on hearing screening and to access previous editions of the EHDl E-mail Express, click [here](#). If you would like to unsubscribe to the updates, contact Sandi Ring at sring@aap.org or 847/434-4738.