A Survey of New Jersey School Psychologists' Knowledge of Cochlear Implanted Children

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Background Information

“What surgeons start, educators have to finish”- Sue Archbold from The Ear Foundation in the United Kingdom (De Raeve, 2010)

- Cochlear Implants (CIs) bring together worlds of medicine and education
- Services after implantation for optimal CI benefits
- Education Laws and increase towards inclusion
- Multidisciplinary approach of services in schools
- Role of School Psychologists (SPs)
Purpose of Study

SPs in NJ public schools surveyed

- Assessed knowledge and experience working with children with CIs
- Evaluated whether school(s)/district have necessary supports, services, and resources
- How schools/districts in NJ are integrating and servicing children with CIs
- Desired resources to better serve children with CIs
Methods

Electronic survey created through Qualtrics
- 23 Closed-ended and 2 Open-ended questions

Database of 1,777 SPs in NJ public schools emailed to participate, 490 respondents (27.57%)

Data analyzed with descriptive statistics- individual item analysis- SPSS

Open-ended reviewed for common themes
Results

Confidence on knowledge of children with CIs
Likert scale of 1 (Not very) to 5 (Very) – $M = 1.97$, $SD = 0.95$
- Acquired from Research 22.24% Work Setting 45.31%

General education setting (LRE) most effective environment for children with CIs
- 50.61% “Yes” – 2.24% “No” – 24.29% “Did not know” (DK)

Number of children with CIs in school/district
- Approximately 2 ($M = 1.91$, $SD = 3.28$, Range 0-30) 43.47% DK
# Classifications and Services

## IDEIA Classification Categories

<table>
<thead>
<tr>
<th>Categories</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Auditorily Impaired</td>
<td>304</td>
<td>62.04</td>
</tr>
<tr>
<td>Other Health Impairment (OHI)</td>
<td>30</td>
<td>6.12</td>
</tr>
<tr>
<td>Not eligible</td>
<td>22</td>
<td>4.49</td>
</tr>
<tr>
<td>DK</td>
<td>28</td>
<td>5.71</td>
</tr>
<tr>
<td>Cognitive Impairment</td>
<td>2</td>
<td>0.41</td>
</tr>
<tr>
<td>Specific Learning Disability (SLD)</td>
<td>1</td>
<td>0.20</td>
</tr>
<tr>
<td>Multiply Disabled</td>
<td>1</td>
<td>0.20</td>
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</tbody>
</table>

## In-School Support Services

<table>
<thead>
<tr>
<th>Services</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech-Language Therapy</td>
<td>330</td>
<td>67.35</td>
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<tr>
<td>Audiological Services</td>
<td>259</td>
<td>52.86</td>
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<tr>
<td>Deaf Education Services (Teacher of the Deaf)</td>
<td>187</td>
<td>38.16</td>
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<tr>
<td>Listening Therapy (Auditory-Verbal Therapy)</td>
<td>140</td>
<td>28.57</td>
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<tr>
<td>Counseling (Individual or Group)</td>
<td>79</td>
<td>16.12</td>
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<tr>
<td>Other</td>
<td>67</td>
<td>13.67</td>
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<tr>
<td>Resource Room</td>
<td>46</td>
<td>9.39</td>
</tr>
<tr>
<td>DK</td>
<td>38</td>
<td>7.76</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>20</td>
<td>4.08</td>
</tr>
<tr>
<td>Physical Therapy (PT)</td>
<td>6</td>
<td>1.22</td>
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</tbody>
</table>
Cognitive and Social Emotional Assessments

- **Cognitive Assessments** - 50.82% never provided for this population
  - Preferred: 12.24% Wechsler, 9.39% TONI-3/TONI-4, 26.94% DK

- **Wechsler profile** - 24.08% “VCI significantly lower (more than 8 IQ points) than PRI, WMI, PSI.”

- **Kaufman profile** - 15.10% Simultaneous Processing more delayed, 5.31% Sequential Processing more delayed, 52.86% DK

- **Integrating into Peer Social Environment** -
  - 1 (Poor) to 5 (Excellent) – $M = 3.75, SD = 0.97$
    - Highest rated area SE deficit - Reciprocal social interaction 45.51%
Figure 2

Flow Chart of Over-Arching Categories and Themes

Anticipated Challenges

- Knowledge
  - Lack of knowledge about CIs
  - Need for research
  - Need for education from organization

- Skills
  - Challenges for SP
  - Challenges for Teachers
  - Challenges for other Staff/Professionals

- Awareness
  - Programming Challenges
  - Resources, Services, Supports Challenges
  - Challenges of children’s multi-faceted needs
  - Challenges of parent(s)/family’s needs

- Other
  - No Challenges
  - Lack/No experience working with CIs
  - Don’t know (DK)
  - N/A

Supports

- Knowledge
  - Information about CIs
  - Research/Outcome Research
  - Best Practices

- Skills
  - Supported/Needs Development for SP
  - Formal/Training for SP/All Professionals

- Awareness
  - Programming Development
  - Availability of Enriched Resources, Services Supports
  - About the Child
  - About the Parent/Family
  - Miscellaneous: Here a simulation of what they hear

- Other
  - Answers to Survey Questions
  - Anything/Everything
  - Don’t Know (DK)
  - N/A or limited knowledge
Summary of Results

- SPs in NJ public schools have **limited** knowledge skills and awareness regarding children with CIs.
- Public schools/districts are integrating and servicing children with CIs **moderately** well.
- Needs-based and individualized approach when working with children with CIs.
- Desired **more** training and information.
Implications

- SPs have significant roles in servicing children with CIs—case manager and service provider
- Continual integration in public schools
- SPs need appropriate training to appropriately service this population
- Important SPs gain knowledge and awareness, and feel competent in their skills to successfully assist children with CIs and families