Social Outcomes of Children with Cochlear Implants in an Inclusive Setting

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Disclosure

- Director of Early Childhood Research and Practice and Bilingual Speech-Language Pathologist at The River School
Children with CIs have been observed to have more difficulty with social interactions\textsuperscript{11}.

Often occurs when they do not have the language skills needed to navigate social interactions with peers\textsuperscript{11,12}.
Background

- Positive outcomes in academic and social skills have been observed for children with CIs in inclusive settings\textsuperscript{6,8,12}.

- Interventions targeting SEL have also been observed to improve overall social skills\textsuperscript{11}.
Purpose

- Examine benefits of a fully inclusive model on the social emotional development of children with hearing loss including those with CIs.
Methodology

- Data is collected at 12-month intervals:
  - Teacher questionnaires
    - DECA-I/T⁹, DECA-P⁴, and DESSA³
  - Formalized assessment of pragmatic language
    - Pragmatic Judgment subtest of the CASL
Participants

- Participants included 232 children between the ages of 10 months through 9 years old.
  - 23 children with CIs
  - 15 children with hearing aids
DECA/DEESSA Mean Results by Raters

Mean t-scores

Educator: 52.69
SLP: 50.02

Ratings (n=232)
Pragmatic Judgment Subtest Scores by Groups

**Mean Standard Scores**

- **CI (n=23)**: 104.29
- **HA (n=15)**: 113.69
- **NH (n=192)**: 117.93

*p = 0.001*
Conclusion

- Baseline data revealed that there were no statistically significant differences between groups and raters on the DECA/DESSA.

- Differences were noted in the mean scores of the students with CIs and their peers without hearing loss on the Pragmatic Judgment subtest of the CASL.

- Baseline results suggest that the integration of a SE curriculum contributed to scores on both measures.
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References


References


