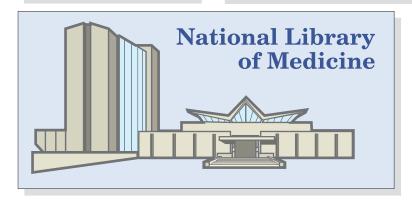
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Health Communication and Follow-Through Related to Early Identification of Deafness and Hearing Loss in Newborns

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Prepared by

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2001 July

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INTRODUCTION

Approximately two out of every thousand infants are born deaf or with a hearing loss sufficient to affect his or her ability to acquire spoken language ¹. In addition one more child in every 1,000 will have a hearing loss before entering school. Recognizing that the optimal time for acquiring language, spoken or signed, is within the first years of life, legislators across the country, supported by the efforts of health and medical professionals, have enacted laws to screen infants either in the newborn nursery or within the first three months of life. The infants identified with deafness or hearing loss in the screening process are tested further and diagnosed, after which the appropriate intervention strategy should be begun before six months of life. The intervention strategy should also be based upon the needs of the individual child and the family. This return for further testing, diagnosis, and intervention is referred to as "follow-through." The intervention by six months is necessary in order to optimize educational and social outcomes for these children. However early results indicate that some families are not understanding the importance of follow-through and some messages are not being passed from professional to professional or family. This constitutes a health communication problem. Communicating the importance of follow-through after infant screening to professionals and families is a new area of inquiry for health communication professionals.

This bibliography was prepared in support of a working group on "Communicating Follow-Through to Insure the Best Outcomes for Children Who are Identified in the Newborn Nursery as Deaf or Hard of Hearing" held July 23, 2001 in Bethesda, MD by the National Institute on Deafness and Other Communication Disorders (NIDCD) Office of Health Communication and Public Liaison and the Hearing and Balance Section of the Division of Extramural Research of NIDCD. The conference will address several key questions related to how to ensure that children are not "lost" to follow-up:

- Who handles the baby from the time he/she is brought into the newborn nursery until the child is in an appropriate intervention program?
- What information do each of these individuals have and what information is needed?
- What are the local and practical issues surrounding decision-making?
- How does the system differ in urban, suburban, and rural environments as well as in differing cultural environments?
- What needs to be conveyed to the parents, and by whom?
- How and what do we communicate to pediatricians, family practice physicians, nurses, audiologists, state health officers, and information dissemination outlets?
- Who are the "others" who need to be considered?
- What are the current best practices in early infant deafness follow-through and in other programs that involve cooperation by parents for follow-up with infants and young children and their health care professionals?
- What are the barriers to follow-through and what contributes to successful follow-through?

This bibliography also emphasizes population studies and reviews the literature on health communication strategies, including compliance and follow-through pertaining to other childhood diseases and disorders as well as material on the medical home. Literature from the fields of audiology, speech-language pathology, otolaryngology, nursing, sociology, and ethics were searched in addition to the general medical literature. The bibliography further updates material from the National Institutes of Health Consensus Development Conference on Early Identification of Hearing Impairment in Infants and Young Children ² held March 1-3, 1993 on the NIH campus in Bethesda, Maryland, and also includes selected older citations back to 1990. English language journal articles, books, book chapters, audiovisuals, technical reports, and Internet sites are presented. Citations are arranged alphabetically by author in each section.

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SAMPLE CITATIONS

Citations are formatted according to the rules established for *Index Medicus*®*. Sample journal and monograph citations appear below. For journal articles written in a foreign language, the English translation of the title displays in brackets and the three letter abbreviation for the language of publication appears at the end of the citation.

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^{*} For details of the formats used for references, see the following publications:

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