



Council for
Exceptional
Children

Division for
Communication, Language,
and
Deaf/Hard of Hearing

Fall 2025

Message from the President:

Welcome to the heart of Fall 2025!



The school year is in full swing and we are all finally in the swing of things; we've learned our new kiddos names and are watching them thrive with new content while we continue to hide our stress and unease behind the scenes while trying to just keep up. Not to mention, across the country, changes in education policy and staffing are creating real challenges for teachers and specialists. Yet, even in the face of uncertainty, one truth remains: your work matters deeply.

Every day, you open doors for students—especially those with communication and language differences, and those who are Deaf or Hard of Hearing. Your patience, creativity, and persistence make an impact that extends far beyond the classroom. You bring hope and opportunity to students who need it most, and that is something no policy change can diminish.

Please remember, you are not alone in this work. DCD stands beside you—ready to listen, to encourage, and to help you stay connected with others who share your mission. Together, we can continue to advocate for our students, our profession, and for the future of inclusive education.

Keep an eye out for our upcoming election nominations, CEC Convention updates, and a lineup of professional development webinars designed to inspire and support you throughout the year.

And as always, our inbox is open—please reach out anytime at dcdofcec@gmail.com. Whether you need a resource, a sounding board, or just a little encouragement, we'd truly love to hear from you.

Thank you for showing up with heart, courage, and purpose—especially now. The difference you make is real, and it lasts.

Nick Solomon, PhD

President, DCD

Upcoming DCD Professional Development Opportunities!

Oct. 15th 6-7 PM EST: “A Hidden Gem-The Benefits of Using Cued American English with Deaf Students” by Illinois School for the Deaf Asst. Superintendent Angela Kuhn.

Register: <https://cuedamericanenglishpd.eventbrite.com>

Future PDs:

January: “From Research to Practice: Vocabulary Development for Children who are Deaf or Hard of Hearing” by Dr. Amanda Rudge and Dr. Casey Reimer from Washington University in St. Louis



CEC CONFERENCE



CEC Conference Information Link

DCD is looking forward to seeing our amazing members at the conference in Salt Lake!



Constituent Connect:

Kameron Carden, Ph.D., CCC/SLP, LSLs Cert. AVEd., DCD Constituent Chair for Deaf/Hard of Hearing

Trevino, C., Harper, L., Werfel, K. L., & Lund, E. (2025). Concept vocabulary in children who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 30(3), 396–404. <https://doi.org/10.1093/jdsade/enaf013>

This longitudinal investigation examined the concept vocabulary development of children who are deaf or hard of hearing (DHH) using listening and spoken language (LSL). The sample included 40 children with cochlear implants, 30 children with hearing aids, and 40 typically hearing peers. All participants were assessed at ages 4 and 6 using the Bracken Basic Concept Scale: Expressive (BBCS:E) to quantify their expressive concept vocabulary.

Findings showed that while all groups made progress between ages 4 and 6, children who are DHH using LSL consistently lagged their peers with typical hearing, and their rate of improvement did not suggest any convergence over time. Additionally, overall expressive vocabulary levels were significant predictors of BBCS:E performance, indicating that broader vocabulary skills are linked to concept vocabulary acquisition. Interestingly, the age of amplification did not significantly influence performance on the BBCS:E.

These preliminary data suggest that concept vocabulary deficits in children who are DHH using LSL persist into early elementary school, even as they develop spoken language, highlighting the need to consider interventions that target concept vocabulary explicitly, rather than relying on incidental learning alone.



Wong, H., Sheehan, J., Sung, V., Best, S., & Leigh, G. (2025). Cultural diversity in early hearing detection and intervention: Service provider perspectives. *Journal of Deaf Studies and Deaf Education*, 30(3), 347–358.

<https://doi.org/10.1093/jdsade/enaf002>

This qualitative study explored how service providers perceive the challenges faced by families from culturally and linguistically diverse (CLD) backgrounds through the Early Hearing Detection and Intervention (EHDI) process, in Victoria, Australia. Twelve providers, including screening staff and diagnostic audiologists, participated in semi-structured interviews.

Providers identified several barriers that CLD families experience as compared to English-speaking majority families. Key obstacles included communication difficulties, specifically limited access to interpreters and insufficient translated or culturally adapted written materials. Practical barriers included transportation, scheduling, and attending multiple appointments posed challenges. Cultural factors (beliefs, expectations, norms) contributed to delays or misunderstandings as well.

To address these issues, service providers suggested several strategies: clarify the roles of providers so families understand who does what, improve access to communication supports (interpreters, translated resources), and offer training for providers in cultural responsiveness.

The authors note that attention to diversity is necessary throughout the EHDI process, not just at screening or diagnosis but in follow-up, support, and intervention services. To improve outcomes, EHDI programs should integrate culturally responsive practices and ensure that services are accessible and understandable for CLD families.

Come Join us!
Be on the lookout for open
board positions and
nominations for 2026 coming
soon!



Have someone who
would love to be a DCD
member ?

Join us!
Click here to join DCD!



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