

Synthesis of the Results of the Trial of the Pocket Book on Early Intervention for Children with Special Needs with Hearing Impairments: A Qualitative Descriptive Study

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Abstract

Early intervention is an essential approach in supporting the development of children with special needs who have hearing sensory impairments, particularly in the areas of communication, language, and social interaction. One effort to support the implementation of early intervention is the provision of practical guidance media that is easy to understand and use by teachers and parents. This study aims to synthesize the results of testing a pocket book on early intervention for children with special needs and hearing sensory disorders as a medium to support the implementation of early intervention in educational and family environments. This study used a qualitative descriptive method with research subjects involving parents of children with hearing sensory disorders who participated in a pocket book trial. Data collection was conducted through observation, semi-structure interviews, and documentation. Data validity was ensured through triangulation techniques, while data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing. The results of the study indicate that the pocket book is considered to have clear content, ease of use, and relevance to the early intervention needs of children with hearing sensory disorders. Based on the results of the trial synthesis, it can be concluded that the early intervention pocket book has the potential to be an effective and relevant supporting medium for the implementation of early intervention for children with special needs who have hearing sensory impairments.

Keywords: Early intervention, hearing impairment, pocketbook, qualitative descriptive

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INTRODUCTION

Early intervention is a key strategy for optimizing the development of children with hearing loss, as the effectiveness of services during the critical age period can significantly affect communication, language, and social functioning outcomes. Previous studies have highlighted the complexity of early intervention programs, which encompass various components, including family considerations, service mechanisms, and policies, indicating that the success of intervention is greatly influenced by the context in which it is implemented. A number of studies emphasize the importance of family- and professional-based early intervention in improving the language, communication, and social development of children with hearing impairments. However, most of these studies place early intervention as a program or service, rather than as a practical guide used directly by users in the field.

Although a number of studies have discussed various forms of early intervention for children with speech impairments, autism, or language delays in general, the literature that specifically describes the results of trials of pocketbooks as practical guidance media for early intervention for children with hearing sensory disorders is still very limited. Most studies focus on programs, service intensity, teacher training, or parental involvement, but few

have focused on practical guidance media in the form of pocketbooks used by teachers and parents in the context of direct early intervention implementation.

In field cases, intervention for children with hearing sensory disorders is carried out with late intervention. This is due to a lack of knowledge among parents and the child's immediate environment, resulting in suboptimal early management of the child's disability. In the context of early intervention, several leading studies state that parental involvement is key to the implementation of early intervention. This is because parents are the place where children explore and learn everything. Therefore, intervention for children with hearing sensory disorders requires family support, making the implementation of family-based therapy very important. However, field data shows that the implementation of family-based therapy is still not optimal in the process of early intervention for children.

This study is novel in that it provides parents with a perspective on the implementation of early intervention for deaf children through the dissemination of information about the benefits of pocket books. Therefore, the main objective of compiling pocket books on hearing sensory disorders as a medium of information for parents is to increase parents' understanding of the condition of children with hearing sensory disorders and the appropriate ways to support their growth and development. The novelty of this research lies in its qualitative synthesis approach to the results of testing pocketbooks for early intervention for children with special needs who have hearing sensory disorders. Unlike previous studies that emphasized the effectiveness of intervention programs or models, this study presents a new perspective by positioning pocketbooks as practical guidance media that are analyzed based on the direct experiences of users.

METHOD

This study uses a descriptive qualitative approach. This approach was chosen because the study aims to describe in depth the results of testing a pocket book for early intervention for children with special needs with hearing sensory disorders, rather than to test hypotheses or measure effectiveness statistically. Descriptive qualitative research allows researchers to obtain a comprehensive picture of the experiences, perceptions, and responses of users to the developed pocket book. The focus of the study was on the results of testing the early intervention pocketbook for children with hearing impairments, which covered several key aspects, including the suitability of the pocketbook's content for the early intervention needs of children with hearing impairments, the clarity of the language and presentation of the material in the pocketbook, the ease of use of the pocketbook by parents, and the usefulness of the pocketbook as a practical guide for early intervention.

The subjects of the pocketbook trial were parents of children with hearing impairments who were involved in the pocketbook trial. The pocket book trial was conducted in an educational setting and family environment relevant to the implementation of early intervention for children with hearing impairments. Data collection techniques were carried out using several techniques, namely observation, which was used to observe the trial subjects during and after the pocket book trial, and semi-structured interviews, which were used to explore more in-depth information about the participants.

The data analysis technique for this trial was conducted using descriptive qualitative methods with data reduction stages, namely sorting and grouping the data from the questionnaires and interviews according to the research focus, data presentation, namely presenting the data in the form of descriptive narratives and summary tables of findings based on the themes that emerged, and drawing conclusions, namely interpreting the data to obtain a comprehensive picture of the results of the trial of the early intervention pocket book for children with hearing impairments.

RESULTS AND DISCUSSION

THE RESULTS

The results of the pocket book trial showed that the pocket book about children with hearing sensory disorders was perceived positively by parents and was considered effective as an initial educational medium. Parents reported an increase in their understanding of the early signs of hearing impairment. Parents also realized the importance of early detection and intervention, and after reading the pocketbook, they showed a calmer and more alert attitude in monitoring their children's development. One respondent said that after reading the pocketbook, they were able to better understand their child's condition and the type of intervention needed for their child's specific impairment. In addition to increasing understanding, the pocket book also encouraged changes in parents' attitudes and actions. Respondents stated that they had become more sensitive to their children's responses to sound and were encouraged to seek further examination at health services. These findings indicate that the

pocketbook not only serves as a source of information but also as a catalyst for making appropriate decisions in the context of early detection of hearing disorders in children. This is in line with the recommendations of the Joint Committee on Infant Hearing (2019), which emphasizes the role of parental literacy in the success of early hearing detection and intervention programs.

However, the results of this trial identified obstacles during the implementation of the pocket book, especially at the stage of using hearing aids. The three trial subjects reported that their children still often removed and refused to wear their hearing aids, even though the parents understood their function and urgency. These obstacles indicate that parents' understanding is not always followed by their children's behavioral and sensory readiness to accept the intervention. These findings confirm the results of previous studies stating that children's adaptation to hearing aids is a gradual process that requires consistency, assistance, and continuous environmental support (McCreery & Walker, 2017; Moeller et al., 2020). This adaptation process is influenced by various factors, such as the child's sensory readiness, comfort in using the device, and parental involvement in regularly accompanying the child. Therefore, early intervention cannot rely solely on parents' understanding, but must be accompanied by realistic, flexible, and sustainable support strategies in accordance with the individual conditions and responses of each child. In addition to implementation barriers, parents also provided recommendations for the development of the handbook, particularly in terms of language and content. Respondents suggested simplifying certain technical terms, such as explanations of sound frequency, and adding parenting material relevant to children with hearing impairments. These recommendations are in line with the family-centered intervention approach, which emphasizes the importance of presenting applicable and contextual information to families (Moeller et al., 2013; Zaidman-Zait & Jamieson, 2017).

The pocket book that has been developed fulfills the principles of family-based early intervention in several key aspects. First, the pocket book places parents in the leading role in the process of assisting children with hearing sensory disorders, by providing practical guidance that can be directly applied in daily activities at home. This is in line with the principle of early intervention, which emphasizes the active involvement of the family as the child's closest environment. Second, the material in the pocketbook is designed to support early stimulation, especially in the areas of communication, social interaction, and emotional strengthening of children. Simple and contextual examples of activities enable parents to provide consistent stimulation without the need for special tools or complex professional skills. Third, the pocketbook considers the conditions and capabilities of families, in terms of time, educational background, and access to professional services. The use of simple language and supporting visuals makes it easier for parents to understand and apply the contents of the book, so that intervention can be carried out naturally within the family routine. However, the application of the principles of family-based early intervention through this pocketbook is still supportive in nature and does not fully replace the role of professionals. Therefore, its effectiveness will be more optimal if it is used in conjunction with the assistance of special education teachers or therapists, and further developed in the form of training or interactive media.

A. Data Collection Techniques

Based on data obtained through interviews, observation, and documentation, researchers compiled the results of trials of a pocketbook on early intervention for children with special needs related to hearing sensory disorders. The pocketbook was designed to be simple and easy for parents to understand, and most importantly, to improve parents' understanding of their deaf children's condition and the appropriate ways to support their growth and development.

1. Interview

The results of the interview with Subject 1 showed that the guidebook was considered good in terms of material delivery. The material was presented in a coherent manner, was not monotonous, and was supported by a variety of interesting pictures so that it did not bore the reader. However, Subject 1 said that the guidebook still needed additional material, particularly regarding the forms of communication that parents could use with children with hearing impairments. Subject 1 asked more specifically whether the recommended communication methods include the use of the mother tongue, total communication, or sign language, so that parents can obtain clearer and more applicable guidance.

The results of the interview with Subject 1 showed that the guidebook was considered good in terms of material delivery. The material was presented in a coherent manner, was not monotonous, and was supported by a variety of interesting pictures so that it did not bore the reader. However, Subject 1 said that the guidebook still needed additional material, particularly regarding the forms of communication

that parents could use with children with hearing impairments. Subject 1 asked more specifically whether the recommended communication methods include the use of the mother tongue, total communication, or sign language, so that parents can obtain clearer and more applicable guidance.

Meanwhile, the results of the interview with Subject 2 revealed that, in general, the guidebook was considered very interesting and informative, especially for parents who want to learn about or are facing the possibility of hearing loss in children for the first time. However, from the perspective of parents who have already raised children with hearing loss, this guidebook was considered to still require more in-depth material. Some topics that were suggested to be added include: strategies for establishing two-way communication between parents and children, ways for parents to accompany their children, especially when they enter a more active phase of development, and strategies or tricks for parents to maintain the right approach in establishing continuous interaction with their children.

The results of the interview with Subject 3 show that the guidebook is very helpful for parents in increasing their awareness of the needs of children with hearing impairments. This book is considered to be able to help parents understand various factors that influence hearing impairment and the therapy needed by children. However, Subject 3 assessed that in terms of language, the guidebook still contains many terms that are too scientific and tend to be theoretical, making some parts difficult to understand for parents as lay readers.

2. Observation

The observation results show that the guidebook has an attractive visual appearance with the use of various images and a neat layout. The material is not only presented in text form, but also accompanied by supporting illustrations that help readers understand the content. This supports the subjects' statements that the guidebook is not monotonous and is relatively easy for parents to read.

3. Documentation

The results of the observation show that the guidebook has an attractive visual appearance with the use of varied images and a neat layout. The material is not only presented in text form, but also accompanied by supporting illustrations that help readers understand the content. This supports the subjects' statements that the guidebook is not monotonous and is relatively easy for parents to read.

B. Data Analysis Techniques

Data from interviews, observations, and documentation of trials of the early intervention pocketbook for children with special needs and sensory disorders were analyzed using qualitative descriptive methods. The analysis aimed to clearly describe the responses, experiences, and perceptions of parents regarding the pocketbook.

The stages include:

1. Data Reduction: Selecting and simplifying data relevant to the research focus, namely parents' responses regarding the content, language, illustrations, and benefits of the pocket book.
2. Data Presentation: Compiling data descriptively in narratives and tables to facilitate understanding of the strengths, weaknesses, and suggestions for improvement of the book.
3. Conclusion Drawing: Drawing conclusions based on emerging patterns and themes, and verifying findings through data triangulation to ensure the validity of the results.
4. With this approach, the study can produce a descriptive synthesis of the pocket book trial covering aspects of material, illustrations, language, and usefulness in supporting early intervention for children with special needs with hearing sensory impairments.

C. Data Validity

Data validity in this study was maintained through the application of triangulation techniques, namely by combining the results of observation, interviews, and documentation in the data collection process.

Observations were conducted to obtain a direct picture of how the early intervention pocketbook was used by teachers and parents in a real context, as well as to identify responses and usage patterns that emerged during the trial. Interviews were used to explore in depth the experiences, perceptions, and assessments of the research subjects regarding the content, clarity, ease of use, and usefulness of the pocketbook. Meanwhile, documentation was used as supporting data, including trial notes, open questionnaire results, and recordings

of user input and suggestions.

1. Data Validity through Observation

Observation was used as the first technique to ensure data validity by obtaining an empirical picture of the implementation of the trial of the early intervention pocketbook for children with special needs with hearing sensory disorders. Through observation, researchers directly observed how teachers and parents used the pocketbook in a real-life context, including how they accessed information, interpreted content, and applied the intervention guidelines presented. Observation also allowed researchers to identify nonverbal responses, engagement patterns, and situations in which the pocketbook was used that were not always revealed through verbal data. These observational findings became the initial basis for understanding the suitability of the pocketbook to the needs of users and the context of its implementation. Thus, observation played an important role in providing contextual data that strengthened understanding of the process and user experience during the trial.

2. Data Validity through Interviews

Interviews were used as the main technique to explore in depth the experiences, perceptions, and assessments of the research subjects regarding the early intervention pocketbook. The interviews were conducted in a semi-structured manner so that the researchers had a systematic framework of questions, while also providing space for the subjects to freely and reflectively express their views, feelings, and personal experiences. Through interviews, researchers obtained detailed explanations regarding the clarity of language, ease of use, usefulness of content, and obstacles encountered during the use of the pocketbook. This interview data allowed the researcher to capture the subjective meanings and interpretations of users that could not be obtained through observation alone. The validity of the data was strengthened by comparing statements between subjects and matching them with the findings of the observation, thereby obtaining a consistent and in-depth understanding of the results of the pocket book trial.

3. Data Validity through Documentation

Documentation is used as a supporting technique to strengthen and verify data obtained through observation and interviews. Documentation in this study includes test result records, written response sheets, open questionnaire results, as well as revision notes and user input on the pocket book. Documentation data provides stable and traceable written evidence, thus serving as a reference to confirm the consistency of research findings. In addition, documentation allows researchers to trace the process of changes and improvements to the pocketbook based on the results of trials. By comparing documentation data with the results of observations and interviews, researchers can ensure that the findings are not one-sided, but are supported by various complementary data sources. Therefore, documentation plays an important role in increasing the credibility and reliability of research results.

DISCUSSION

A. Interpretation of test results

Based on the results of testing the pocket book on early intervention for children with special needs and sensory disorders, several important findings were obtained, which can be interpreted as follows:

1. The Benefits of Pocket Books

The results of interviews, observations, and documentation show that the pocketbook is designed with clear, non-monotonous presentation of material, accompanied by varied illustrations. This makes parents feel comfortable reading and understanding the contents of the book, and increases their motivation to implement the intervention. Psychologically, this reflects parental cognitive and affective understanding, where parents are able to grasp the material while feeling confident and motivated to support their children.

2. Limitations of Pocket Books

Some parents, especially those who have experience raising children with hearing impairments, have stated that this book still needs more in-depth material. For example, information about strategies for establishing two-way communication, how to accompany children during their active development

phase, and methods for maintaining effective interaction. This shows that the current pocket book is more suitable for novice parents, and needs to be adapted to be more relevant for parents with previous experience.

3. Language and Terminology

Some parents find it difficult to understand certain terms that are too scientific or theoretical. This shows that even though the book is rich in theory and references, the accessibility of the language needs to be considered in order to optimize parental comprehension.

4. Benefits of Pocket Books

All subjects agreed that the pocketbook was very helpful in raising parents' awareness of their children's needs and provided initial guidance on early intervention and consistent stimulation. The pocketbook can be used as an educational medium and practical guide to support the development of children with sensory disorders.

B. Consistency with early intervention theory

The results of the early intervention pocketbook trial in this study show strong conformity with the main principles of early intervention theory, particularly in children with special needs who have hearing sensory impairments. Early intervention theory emphasizes the importance of providing stimulation from an early age in a planned, consistent, and continuous manner, as well as involving the child's immediate environment, especially family and educators, as the main agents of intervention (Holzinger et al., 2022). The pocketbook developed is in line with this principle because it is designed as a practical guide that is easily accessible and usable by teachers and parents in the context of children's daily lives. The concise, practical presentation of material oriented towards everyday activities reflects an intervention approach centered on the needs of children and their natural environment (naturalistic intervention). In addition, the emphasis on the active role of parents and teachers in the pocketbook is in line with family-based early intervention theory, which views the family as a key component in supporting the communication, language, and social development of children with hearing impairments. Thus, the alignment between the content of the pocketbook and the theoretical basis of early intervention reinforces the finding that this pocketbook is not only conceptually relevant, but also contextual and applicable in early intervention practice in the field.

Conceptually, early intervention theory emphasizes that providing appropriate stimulation from an early age, during sensitive periods of development, is a key factor in minimizing the impact of developmental barriers and optimizing children's potential. This pocketbook is in line with this principle as it contains intervention guidelines that focus on early stimulation of children's communication, interaction, and social engagement skills in daily activities. Additionally, the theory of family-centered early intervention asserts that the family is the primary context for a child's development and must be actively involved in the intervention process (Moeller, et al., 2024). The findings of the trial show that the pocketbook is designed to strengthen the role of parents as implementers of interventions in the child's natural environment, by presenting strategies that are easy to understand and can be applied without complete dependence on professional services. This is also in line with the naturalistic developmental intervention approach, which emphasizes the importance of learning and stimulation integrated into the child's daily routine so that the intervention becomes more meaningful and sustainable.

The presentation of material in the pocketbook, which is contextual, applicable, and closely related to the real-life situations of children, shows that this medium not only fulfills the theoretical aspects of early intervention but is also relevant to field practice. Thus, the compatibility between the contents of the pocketbook and early intervention theory reinforces the position of the pocketbook as a supporting medium that has a clear scientific basis and strong implemented potential in supporting the development of children with special needs who have hearing sensory impairments. The contextual and flexible characteristics of the pocketbook indicate that this medium supports the application of interventions that are adaptive to the needs and conditions of children with hearing sensory impairments. Thus, the compatibility between the content of the pocketbook and contemporary early intervention theory reinforces the argument that this pocketbook has a relevant, up-to-date theoretical basis and has the potential to support effective and sustainable early intervention practices.

C. The role of pocket books in supporting intervention practices

The results of trials of early intervention pocket books for children with special needs and sensory disorders show that these books play a strategic role in supporting intervention practices at home. Based on a qualitative descriptive analysis of parental responses, observations during trials, and documentation of book materials, there are several important findings related to the role of pocket books:

1. As an Educational and Practical Reference Medium

This pocket book serves as a practical guide for parents, especially those who are dealing with children with hearing sensory disorders for the first time. The material is presented concisely and systematically, accompanied by illustrations that help parents understand the steps of early intervention, from sensory stimulation to the introduction of alternative communication. These findings are in line with Vygotsky's theory, which emphasizes the importance of social support and guidance in the learning process, where parents act as agents who facilitate child development (Wibowo, S & Firdaus, S. 2025).

2. Improving Parental Understanding and Confidence

The pocket book helps improve parental understanding and self-efficacy in implementing interventions. Parents reported feeling more confident and motivated to provide consistent stimulation at home, which is a crucial factor in the success of early interventions. This supports Bandura's theory of self-efficacy (Putri, N. F., & Pangastuti, R. 2025), where an individual's belief in their ability to perform an action influences the effectiveness of the behavior performed.

3. Providing Visual and Practical Guidance

Illustrations and visual variations in pocket books have been proven to help parents understand the material more quickly and reduce boredom while reading. Thus, pocket books serve not only as theoretical reading material, but also as practical tools that guide parents in stimulating their children on a daily basis. This finding is in line with Sweller's cognitive load theory (Yang, D. 2024), in which visual presentation can help reduce cognitive load and facilitate understanding.

4. Limitations and Implications for Book Development

Although the pocket book is effective as a guide, trials have revealed several limitations, such as:

- Some terms are still too scientific and difficult for ordinary parents to understand.
- The material is not in-depth enough for experienced parents, especially regarding two-way communication strategies, how to accompany children during active phases, and maintaining continuous interaction.

This emphasizes the need for further development of the pocket book to meet the needs of all parents, from beginners to experienced ones, and to improve consistent and effective intervention practices at home.

D. Pocket Book Recommendations

The pocket book is written in language that is easy to understand for parents of children with hearing impairments or deafness. Parents of children with hearing impairments also say that the content of the book is consistent with their understanding based on information from the ENT doctor treating their children. However, the book also has limitations in that explanations related to caring for deaf children are not clearly presented, and there are medical terms that are unfamiliar to ordinary parents, so they need to be explained in detail.

Thus, recommendations for improving the pocket book focus on strengthening the book's practical functions without changing the main substance that has been assessed as effective by parents. From a linguistic perspective, it is recommended that technical terms, particularly those related to the concepts of sound frequency and intensity, be simplified and conveyed through analogies or examples that are familiar to parents' daily experiences. This recommendation is reinforced by King et al. (2018), who emphasize that conveying child health information in layman's terms and in a contextual manner can improve parents' understanding of and compliance with intervention recommendations.

In terms of content, although the pocket book has been deemed adequate as an initial guide, parents expressed a need for further information regarding parenting patterns for children with hearing sensory disorders. According to subject 1, the addition of parenting material discussing communication strategies at home and daily assistance would help parents after the initial detection and intervention stages. This is in line

with the family-centered intervention approach, which places the family as the main actor in supporting the child's language and social development in a sustainable manner.

In terms of content presentation, the pocket book has been assessed as easy to read and practical to use. However, the enrichment of visual content such as infographics, practical summaries, or daily tips is recommended to help parents translate the information into parenting practices. According to subject 2, this pocket book is in line with the ENT doctor's explanation, so visual and practical reinforcement will make it easier for parents to apply the information consistently. This is supported by the findings of Zaidman-Zait and Jamieson (2017), which emphasize that emotionally friendly information presentation can reduce parental stress and increase family involvement in child intervention.

CONCLUSION

The piloted pocketbook has fulfilled the principles of family-based early intervention in several key aspects. First, the pocketbook places parents in the primary role in the process of assisting children with hearing sensory disorders, by providing practical guidance that can be directly applied in daily activities at home. This is in line with the principle of early intervention, which emphasizes the active involvement of the family as the child's closest environment. Second, the material in the pocketbook is designed to support early stimulation, especially in the areas of communication, social interaction, and emotional strengthening of children. Simple and contextual examples of activities enable parents to provide consistent stimulation without the need for special tools or complex professional skills. Third, the pocketbook takes into account the conditions and capabilities of families, in terms of time, educational background, and access to professional services.

The use of simple language and supporting visuals makes it easier for parents to understand and apply the contents of the book, so that intervention can be carried out naturally in family routines. However, the application of family-based early intervention principles through this pocket book is still supportive in nature and does not fully replace the role of professionals. Therefore, its effectiveness will be more optimal if used in conjunction with the assistance of special education teachers or therapists, and further developed in the form of training or interactive media. The pocket book is written in language that is easy to understand for parents of children with hearing sensory disorders. Parents of children with hearing sensory disorders also said that the material in the book was consistent with their understanding based on information from the ENT doctor treating their children. However, this book also has limitations, namely that explanations related to caring for children with hearing sensory disorders are not clearly presented, and there are medical terms that are not known to ordinary parents, so they need to be explained in detail.

Based on the results of the trial, the pocket book is perceived as a medium that is relevant to field needs because it presents early intervention information in a concise, systematic, and contextual manner. Users assessed that the material presented was easy to understand and could be directly applied in the daily activities of children with hearing impairments. In addition, the simple language and practical format of the pocketbook made it easy for teachers and parents to access information without requiring a special scientific background in special education. These findings indicate that the pocketbook is well accepted as a guide for early intervention based on the family and the child's immediate environment. The descriptive qualitative approach allows researchers to capture the meaning and practical value of the pocketbook from the users' perspective, thus providing a realistic picture of the pocketbook's contribution to early intervention practices. Thus, the pocketbook that has been developed is not only suitable for use but also relevant to the implementation needs in the field of education and family.

Overall, the synthesis of the trial results indicates that the pocketbook has the potential to be developed further so that its benefits are more widespread and sustainable. One possible form of development is the creation of a digital version, such as an e-book or simple application, so that parents can access the material at any time via their mobile phones. A digital version would also allow for the addition of sign language videos, supporting audio, and regular updates to the material. In addition, this pocket book has the potential to be developed as a supporting medium in parent training. The existing material can be used as training modules or discussion material in parenting activities, workshops, or mentoring for families of deaf children, so that parents' understanding is not only independent but also interactive and applicable.

Further development can also be carried out through cross-professional collaboration, such as with special education teachers, speech therapists, psychologists, and health workers. This collaboration aims to enrich the content of the book so that it is more comprehensive, accurate, and in line with the developmental needs of deaf

children in various aspects, including communication, emotional, and social aspects. With this development, the pocket book will not only serve as a medium of information, but also as a continuous support tool for parents in supporting the growth and development of deaf children.

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AUTHORS CONTRIBUTIONS

Lilis Suhaila Nur Aini: Analysis, resource provider, investigation.

Debora Dian Talenta Simanjuntak: Conceptualization, questionnaire distribution.

Indah Nirmala Habsari: Formal analysis, writing, data interpretation.

Sekar Auwalia Riswana: Research methodology and techniques, instrument development.

DECLARATION OF COMPETING INTEREST

The authors declare that there are no financial conflicts of interest or personal relationships that could influence the results of the research reported in this manuscript.

DECLARATION OF ETHICS

The author states that the entire research process and writing of the article entitled “Synthesis of the Results of the Trial of the Pocket Book on Early Intervention for Children with Special Needs with Hearing Sensory Disorders:

“A Qualitative Descriptive Study” has been carried out in compliance with research ethics and scientific publication standards. This research was conducted based on scientific principles that uphold academic honesty, scientific

responsibility, and respect for research subjects. All data were obtained through ethical procedures, presented objectively, and used solely for academic purposes. The author also states that this manuscript was written originally, free from plagiarism, and does not contain data manipulation or other academic ethical violations.

DECLARATION OF ASSISTIVE TECHNOLOGIES IN THE WRITING PROCESS

The authors declare that Generative Artificial Intelligence and other assistive technologies were not used excessively in the research and writing of this manuscript.

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