Aural Rehabilitation for the Preschooler with Limited Language

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Disclosure

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Research Questions

1) Does teacher-directed, focused instruction have a significant effect on the receptive word learning of these pre-verbal, three-year-old children with hearing loss?

2) Is there a relation between the number of different receptive words learned and the number of word combinations used?
Participants
<table>
<thead>
<tr>
<th>Devices</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of first SLTx</td>
<td>14m</td>
<td>12m</td>
<td>8m</td>
<td>25m</td>
</tr>
<tr>
<td>Age at Baseline</td>
<td>40m</td>
<td>36m</td>
<td>37m</td>
<td>39m</td>
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<tr>
<td>NDWr</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Word Combos.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Methods
Method: Instruction

3x day
5x week
Speech Therapy

1x/week

Active Parent Participation
**METHODS**

**Assessment**
- Completed Weekly
- Collected Quarterly (Vocabulary)
- Compiled Annually (Word Combinations)
- 11 months of data post baseline

**Measurements**
- Number of Different Receptive Words
- Number of different expressive word combinations
Results
ANOVA and Pairwise Comparisons

Highly significant effect of test interval (F(4,12) = 51.39, p < 0.001)
Relationship between Word Learning and Syntax

![Graph showing the relationship between word learning and syntax]

- Number of different receptive words vs. number of different word combinations at 1 year.
- Data points for Baseline, Q1, Q2, Q3, and Q4 are plotted.
- The graph illustrates the correlation between the number of words learned and the number of word combinations used at 1 year.
Conclusions
Conclusions

Preliminary Data suggest:

Focused instruction 3x per day was beneficial for these 4 preschool children with hearing loss and limited language

The greatest effects were seen at 9 and 11 months
Thank You