

Critical Review:

Is there evidence to support that FM listening devices benefit children with Learning Disabilities (LD) in the educational setting?

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This critical review examined, whether or not, children with learning disabilities receive benefit in an educational setting when wearing an FM device. Overall, research is limited in this area of interest, however, the present research findings suggest that children with learning disabilities may benefit from the use of FM devices within the classroom. However, in view of the limited data that are available, it is not possible to predict the amount of benefit a given child with learning disabilities might receive from this technology.

Introduction

According to Healy, the prevalence of learning disabilities (LD) is 5-10% in the school-aged population (as cited in Paul, 2001, p. 107). Kavanaugh and Truss define “learning disabilities as a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition of use of listening, speaking, reading, writing, reasoning, or mathematic abilities, or social skills” (as cited in Paul, 2001, p. 388).

Selection Criteria

The study selected for inclusion in this critical review paper was required to investigate the benefit provided to children

Overall, the study statistically suggests a benefit is provided to learning disabled students using an FM device within the classroom, however, the overall amount of

