

Critical Review: Effects of mild to moderate sensorineural hearing loss on the language development of school aged children

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Language development, in school aged children with permanent mild to moderate sensorineural hearing loss (MMSHL), has been given little consideration with few studies devoted to the subject. Children with MMSHL often

Selection Criteria

Articles selected for this review included studies that researched the effects of mild to moderate sensorineural hearing loss on the language development of school aged children.

Data Collection

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by Norbury et al. (2001) involves the fact that the researchers only recruited students from mainstream

moderate or worse sensorineural hearing loss and often consider children with milder degrees of hearing loss as unwanted false positive results (Wake, 2006). These guidelines may need to be reviewed as Moeller et al. (2010) show that children with late identified MMSHL demonstrate language delays.

Conclusion

The findings of the research discussed above indicate that children with MMSHL have difficulty in their development of certain linguistic skills. Furthermore, a number of the studies linked these deficits with more complex difficulties in language and communicative ability. However, additional research should be conducted to identify factors which would predict which children with MMSHL would be at highest risk for these difficulties as there is much intersubject variability within this population. Increasing awareness in teachers and other professionals who work with children with MMSHL as to difficulties that these children may experience would also be recommended for the future.

References

- Briscoe, J, Bishop, D. & Norbury, C. (2001). Phonological processing, language and literacy: a comparison of children with mild-to-moderate sensorineural hearing loss and those with specific language impairment. *Journal of Child Psychology*, 42, 329-