

Auditory Skills of English- and Spanish-Speaking Toddlers



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Objective

To compare the auditory skill development of English – and Spanish-speaking toddlers, aged 2 – 3 years, as determined by the Auditory Skills Checklist.

Introduction

- Competent auditory skills are necessary for spoken language development and proficiency
- Spanish-speaking children often live in low SES homes, which has been shown in many fields to impact development and education
- Measuring skill development regularly is a tenant of Early Intervention to ensure adequate growth
 - Has implications for fit of amplification/CI implantation
- The Cincinnati Auditory Skills Checklist (ASC) is one measure that may be used to identify the skill development of the DHH

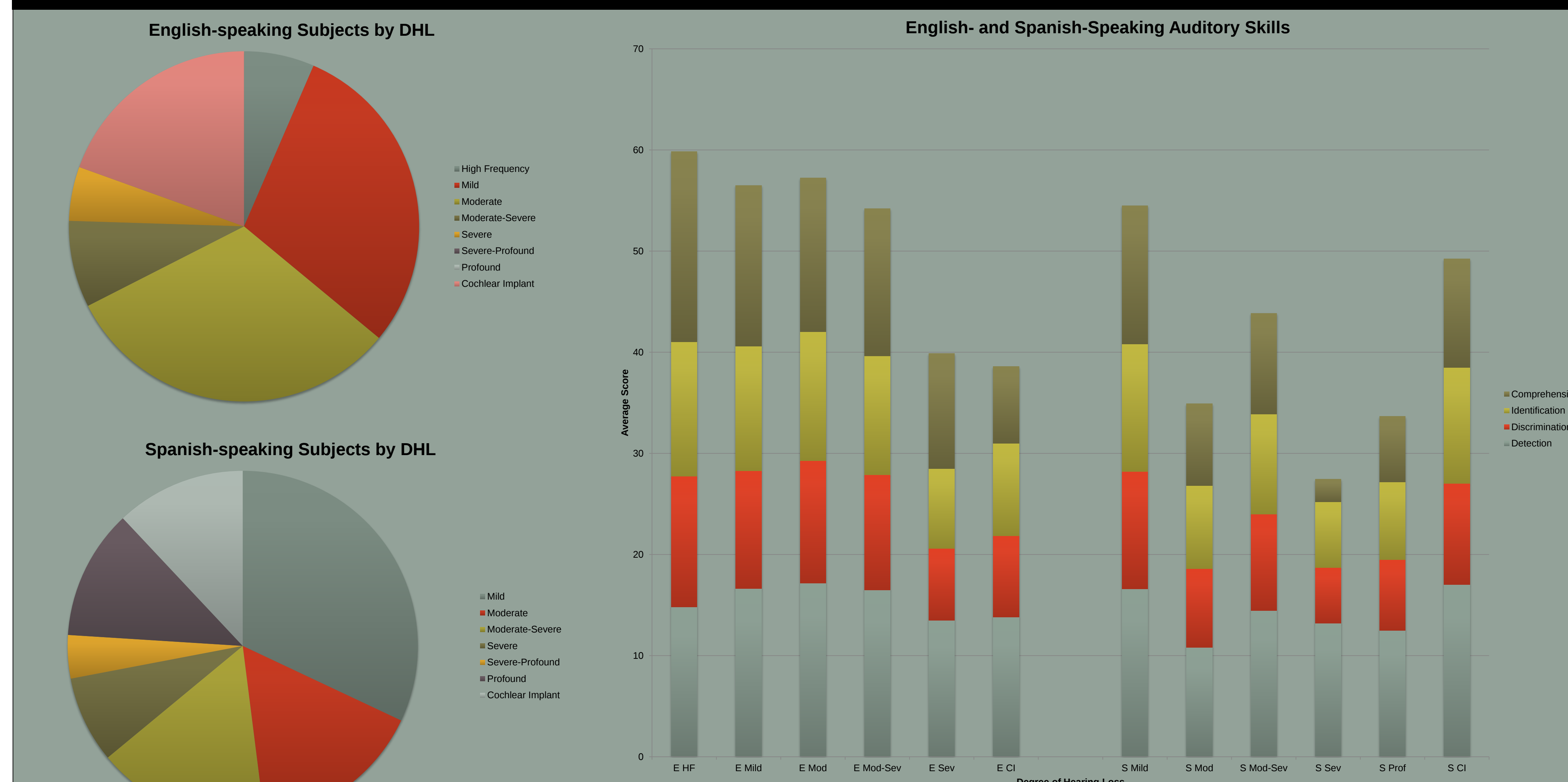
Hypothesis

Spanish-speakers will have lower ASC scores when compared to English-speaking children.

Methods

- 200 cognitively typical English-speaking children
- 25 cognitively typical Spanish-speaking children
- 35 items for a total of 70 possible points on the ASC
 - Categories: Detection, Discrimination, Identification, Comprehension
- Scoring: 2 = has skill, 1 = emerging skill, 0 = doesn't have skill

Results



Conclusions

- For each group, as hearing loss increases auditory skills decrease
 - Except for children with cochlear implants in the Spanish-speaking group
- No significant difference between each hearing loss group and total score on the ASC
 - Meaning, English- and Spanish-speaking children perform similarly on the ASC within their hearing loss groups

Future Directions

- Determine if differences between language groups occur
 - Within ASC subscales
 - Across hearing loss degrees
- Auditory skill development of Spanish-speaking children by:
 - Degree of hearing loss (DHL)
 - Maternal Level of education (MLE)
 - Cognitive developmental quotient (CDQ)
- Comparison of ASC scores for English- and Spanish-speaking children by DHL, MLE, and CDQ
 - To further determine if there are differences between the two language groups

Key Reference

Meinzen-Derr, J., Wiley, S., Creighton, J., Choo, D. (2007). Auditory skills checklist: Clinical tool for monitoring functional auditory skill development in young children with cochlear implants. *Annals of Otology, Rhinology, and Laryngology*, 116, 812 – 818.

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