

Linguistics Research Seminar Series 2008

Monday, May 12 at 11.00 am in W5C221

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Diagnosis and Management of children with listening problems.

Abstract

Children with suspected APD (n=90) were assessed using auditory, language, reading, attention, and memory measures. All participating children had non-verbal IQ standard scores of 80 or more. Auditory processing tests included the Frequency Pattern Test (FPT), Dichotic Digit Test (DDT), Random Gap Detection Test (RGDT), masking level difference (MLD), and a monaural low redundancy speech test (compressed and reverberant words). The Clinical Evaluation of Language Fundamentals Fourth Edition was used to assess language abilities (including auditory memory). Reading accuracy and fluency and phonological awareness abilities were assessed using the Wheldall Assessment of Reading Passages and the Queensland Inventory of Literacy. Sustained Attention was measured using a continuous performance test. Seventy two percent of the children had APD. Many children (42%) had problems in all three areas (APD, LI, RD). More children had co-morbidity of APD and RD (10%), or APD and LI (11%), than APD (6%), RD (3%), or LI (9%) alone. Of the 22% (N=20) of children who did not meet criteria for APD, 12 had RD and 17 had LI.

Sixty of the participating children went on to participate in the six week management study. Children were randomly placed into five groups: control (no training), language (provided language based training such as appreciation of rhythm, accent, building stories), discrimination (sound discrimination and phonological processing based training) additionally another 2 groups were also provided with FM to wear in both ears at school only and were also given discrimination training or language based training. Children who received training improved on most tasks whereas Control group did not show any change on most tasks when tested 6 weeks later. Results showed that the groups' trialing FM irrespective of the training provided improved significantly on some phonological processing tasks (such as nonword spelling, syllable identification and segmentation), following directions and supralinguistics. The presentation aims to put forth some changes as seen immediately after training.