
KEYWORDS: Cognitive Development, Assessment, Evaluation

WHAT WAS STUDIED, HOW WAS IT STUDIED AND RESULTS:

- Children were assessed early (age 1;11) and again later (age 4;7)
- Clinicians administered and scored standardized assessments
- Area Studied: Nonverbal cognitive development
  - Early: Adaptive subscale of Gesell Developmental Schedules, Revised
  - Later: Brief IQ from Leiter International Performance Scales, Revised
- Performance on the early assessment was strongly correlated with performance on the later assessment.

HOW THIS INFORMATION MAY BE USEFUL TO YOU AND YOUR CHILD:

- Early assessment for general cognitive development can help set appropriate expectations for your child’s growth, or identify specific targets for intervention.
- Consider requesting a full developmental evaluation as early as possible, especially if a developmental neuropsychologist in your area has experience assessing DHH children.

WHO WAS STUDIED:

- 45 children, ages 3-6, with bilateral permanent hearing loss (identified ≤ 36 months), mild to profound, no severe motor deficits, no additional communication disorder (e.g. autism), IQ ≥ 40.
- All had hearing parents who primarily used oral communication.

WHAT STILL REMAINS TO BE ANSWERED: As a whole, DHH children still tend to be delayed relative to hearing children; we need to learn more about what parents and professionals can do to eliminate these delays.

WHERE CAN I FIND MORE INFORMATION:

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