

The Auditory Verbal Approach in the UK: A 10 year audit of outcomes for pre-school children in the UK

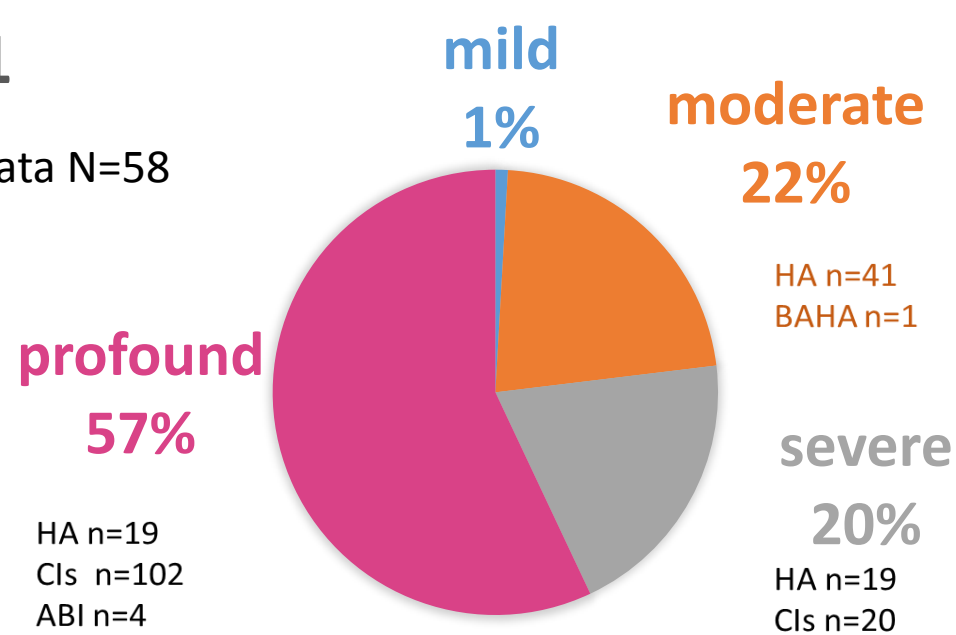
Sarah Hogan DPhil LSLS Cert AVT email sarah.hogan@avuk.org

Introduction: Promoting learning through listening is key to the success of the Auditory Verbal approach. This analysis is a 10 year audit of spoken language outcomes for pre-school children following a family centred, early intervention programme in the UK. Equipping families with the skills to support their children is key to the successful outcomes.

DEGREE OF LOSS

N=221

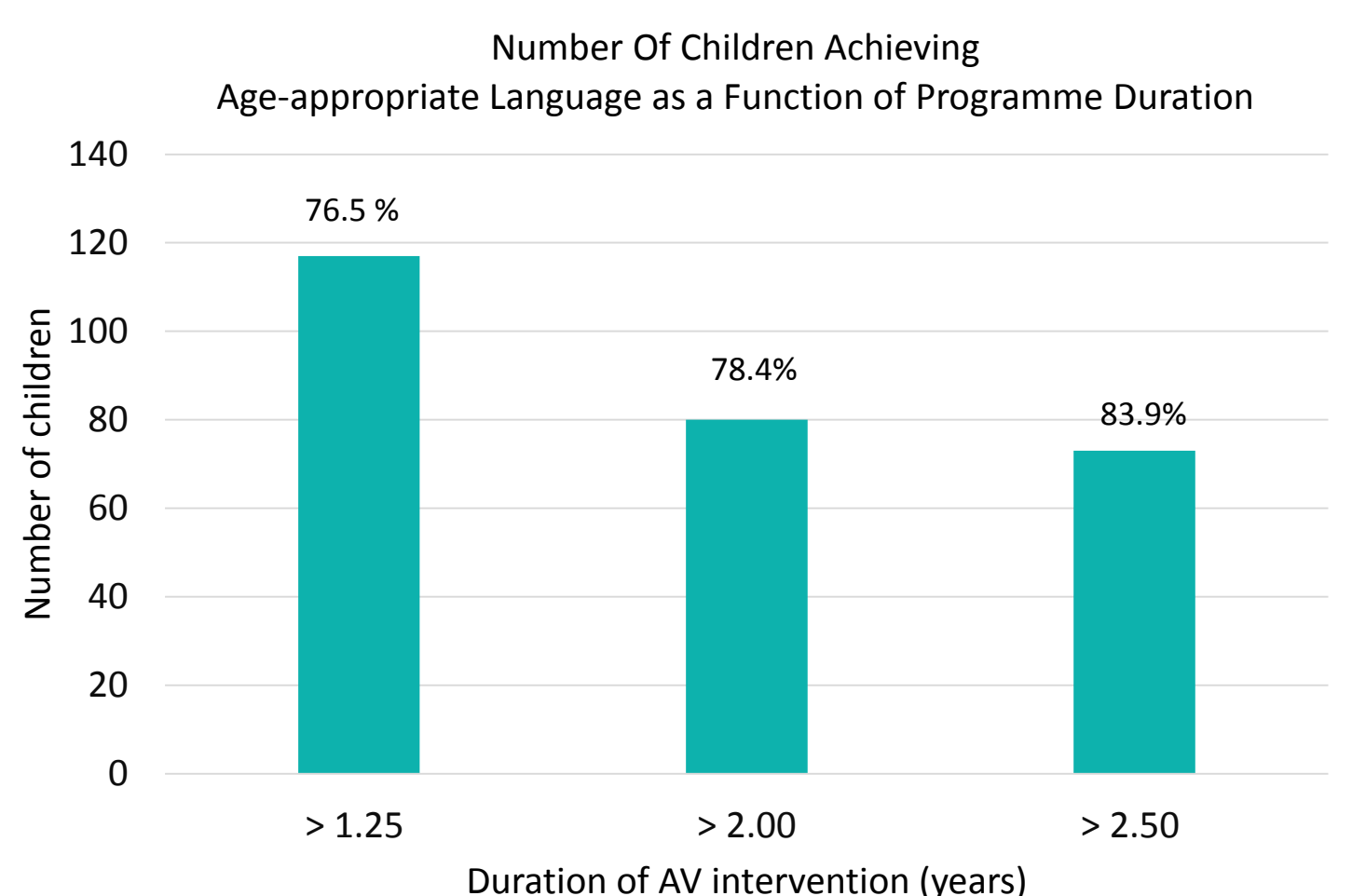
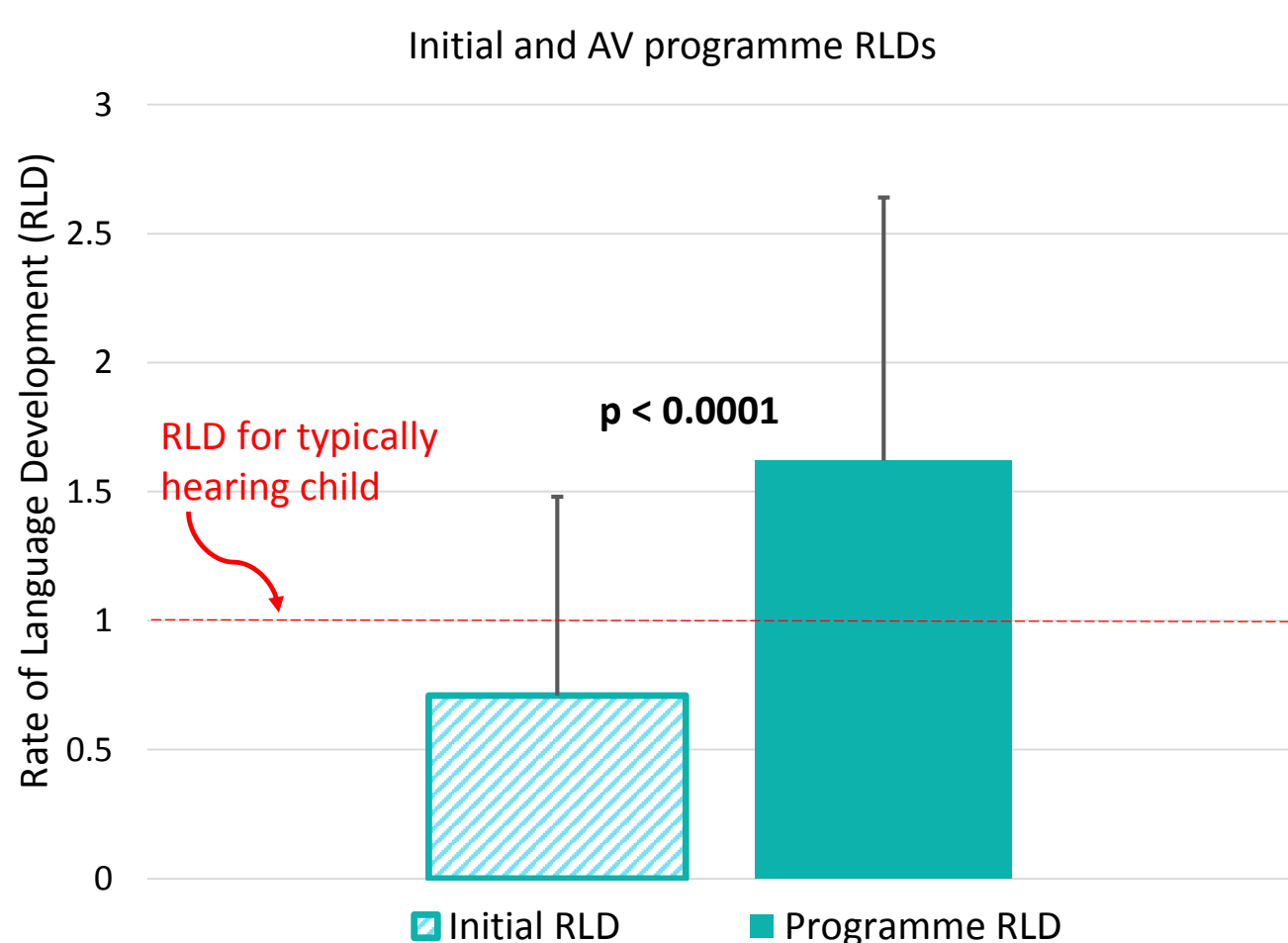
Missing data N=58



Relative to the general population, children with profound hearing loss were over-represented: The relative proportions in UK paediatric population are 0.45-moderate; 0.20-severe ; 0.26-profound. (Fortnum H et al. BMJ 323:536 2001.)

Method: Children with a permanent hearing loss whose families attended therapy sessions for at least 15 months were included. Spoken language scores were obtained using the Pre-school Language Scale (PLS 4-UK and PLS-5 UK) assessment. Children who had data arising from more than one PLS assessment were included in the analysis (n=158).

Results: The average rate of language development (RLD) for children joining the programme was 0.7 which rose to an average of 1.6 over the duration of the AV programme (compared to 1.0 for a typically developing child); $p < 0.0001$. These children equalled or excelled the RLDs of their hearing peers. Of children who were on the programme for two years or more approximately **80% graduated from the AV programme with age appropriate language (AAL)** by the age of 5 years. Of these children, 25% had challenges associated with their aetiology (eg those associated with meningitis, cCMV, ANSD etc) in addition to their hearing loss.



Discussion: A family-centred, early intervention programme for children with hearing loss which considers the child as a listener and thinker can support a pre-school child to develop spoken language competences on a par with typically hearing children by the age of school entry.