

# The Birth to Three: Speech, Language, and Communication Assessment'

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## Introduction:

Based on the EHDI 1-3-6 guidelines, children aged birth-3 should be referred to an SLP to assess their speech, language, listening, and communication skills before and/or after receiving hearing aids or cochlear implants. By completing a listening and communication assessment, the SLP can obtain a baseline of listening and communication skills and provide information to the child's medical team.

This valuable information plays a crucial role in determining a path for meeting the family's long-term goals for their child's communication success. Our center's SLPs utilize a core set of standardized assessments and criterion-referenced measures when assessing our patients that are considering amplification. Our center focuses on assessing and treating the whole child which includes his/her auditory, speech, receptive and expressive language, cognitive and social skills.

## Objectives:

- Participants will identify assessments and criterion-referenced measures used to assess communication for the birth-3 population in a diagnostic session.
- Participants will describe parent education tools to be used in a diagnostic session.
- Participants will describe highlighted diagnostic sessions and outcomes.

## Case Simulation: 3-Year-Old Female

### HISTORY

- Born full term; NICU Stay 1 week
- Bilateral microtia/atresia
- Paternal family history is positive for hearing loss
- Parent assumed she passed her NBHS but not documented
- At 1 year old—DPOAE assessment resulted in a referral bilaterally
- ABR performed at 2 ½ years old revealed at least a severe to profound SNHL bilaterally
- Received HAs three months after ABR and was implanted 4 months after receiving HAs
- CI surgery was scheduled for around her 3<sup>rd</sup> birthday

### DEVELOPMENTAL INFORMATION

- Parents reported delayed physical development
- No formal communication established
- Some gestures were used to communicate her wants and needs

Not enrolled in the Tennessee Early Intervention System



## Standardized Assessments:

- Receptive-Expressive Emergent Language Test—4<sup>th</sup> Edition
- Preschool Language Scale—5<sup>th</sup> Edition
- Rossetti Infant-Toddler Language Scale
- Bayley Scales of Infant and Toddler Development—4<sup>th</sup> Edition

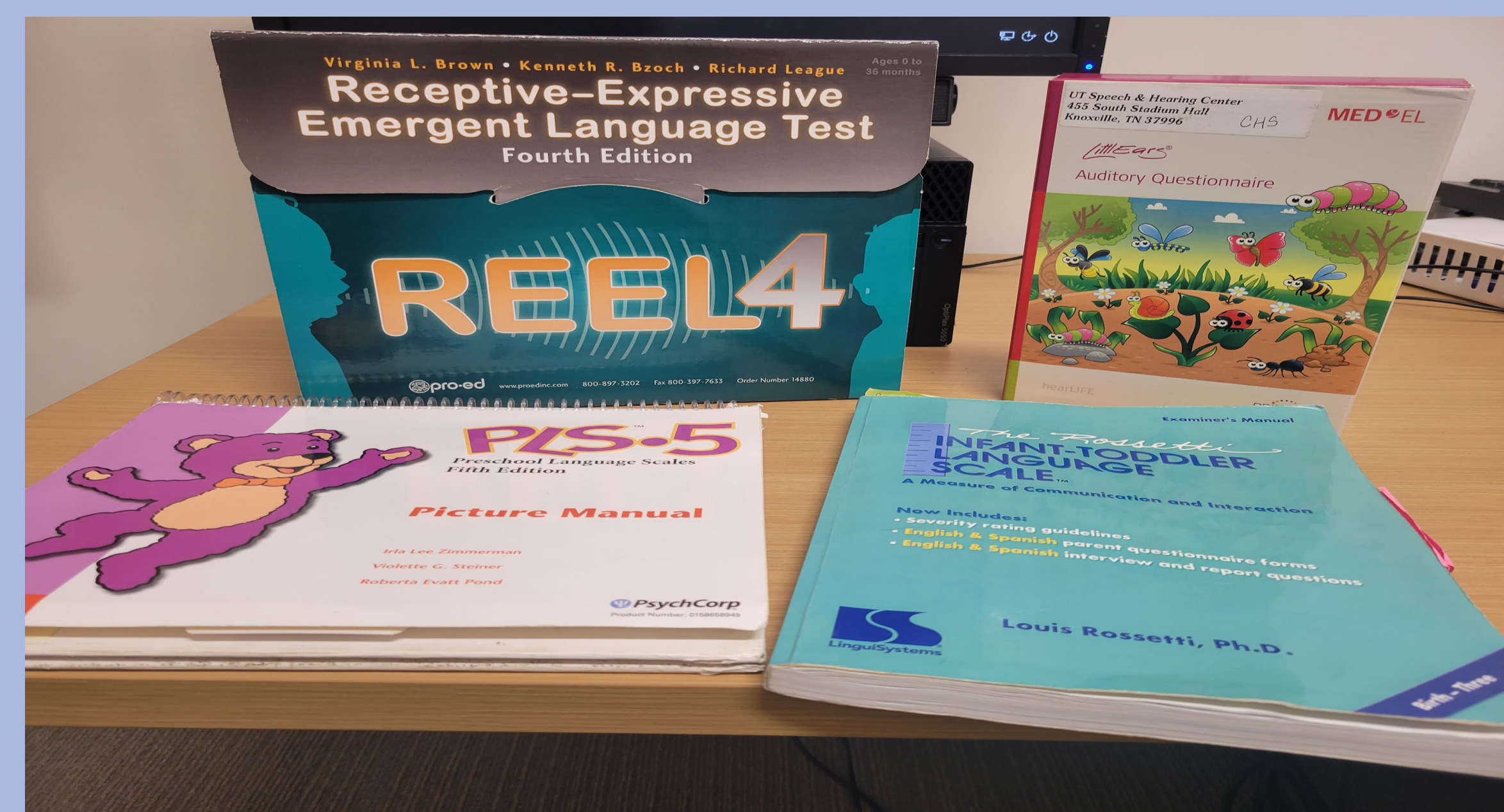
Remember: If a patient is older than the standardized age range, you can use the standardized assessment as a criterion referenced measure.

## Criterion Referenced Assessments:

- Bayley-4 Observational Checklist
- MacArthur-Bates Communicative Development Inventories
- LittleEars Auditory Questionnaire
- Infant-Toddler Meaningful Auditory Integration Scale
- Track a Listening Child
- Integrated Scales of Development

## Clinical Play Observations:

- Communicative Function Checklist
- Auditory Skills to Observe:
  - Localization to sounds
  - Responding to environmental and speech input in their immediate environment
  - Responding to environmental and speech input from a distance
  - Responding to their name in their immediate environment and at a distance
- Communicative Intents to Observe:
  - Joint attention/eye contact
  - Requesting and protesting with vocalizations or gestures
  - Initiation of social interactions and play with caregiver or clinician
  - Imitation of actions and verbalizations
  - Turn taking for play and communication
  - Social greetings



## Parent Interview Questions:

- What is the child's daily wear time for their amplification?
- What is the communication modality that you're choosing for your child?
- Are you experiencing any retention problems?
- What does your daily routine look like?
- Are they enrolled in their state's Early Intervention Program? If so, what services are they currently receiving?
- What auditory responses have you noticed since amplification?
- Additional birth and developmental history questions—are there any additional medical diagnosis?

## Parent Education Tools:

### Auditory Skills

- Familiar Sounds Audiogram
- Sound Foundation for Babies
- Hearing Loss Configurations and impacts on auditory, speech, and language skills
- Amplification wear schedule
- Daily Listening Checks

### Language Skills

- Baby Signs
- Learning to Listen Sounds
- Top 10 Strategies for Parents
- Receptive and Expressive Language Development Checklists

### Cognitive Skills

- Cognitive/Play/Social Development Checklists

## Case Simulation Wrap Up:

### Assessments Given:

- Receptive-Expressive Emergent Language Test—4<sup>th</sup> Edition
  - Receptive Language Standard Score: 55
  - Expressive Language Standard Score: 55
  - Language Ability Standard Score: 55
- Preschool Language Scale—5<sup>th</sup> Edition
  - Auditory Comprehension Standard Score: 50
  - Expressive Communication Standard Score: 53
  - Total Language Standard Score: 50
- LittleEars Auditory Questionnaire
  - 0/35 items—0%
- Play Observation
  - Limited communication verbally or via gestures
  - Exhibited age-appropriate play and joint attention
  - Vocalized vowel sounds

### Recommendations:

- After communication modality had been discussed and decided on by the family, recommendations of 2x/week therapy targeting listening and spoken language skills was implemented.

### Supports:

- Team Collaboration—involving the Pediatrician, Audiologist, Early Interventionist, Preschool Teacher, other therapists (PT/OT) and family.
- Home Carryover Activities
- Networking opportunities with families with children who are Deaf and Hard of Hearing
- Modeling of treatment strategies and approaches for home carryover

### Treatment Plan:

- Establish goals targeting the following skill areas:
  - Auditory
  - Receptive/Expressive Language
  - Cognitive/Play
  - Parent Education



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References Available on Request