

**ARTICLE REFERENCE:** Meinzen-Derr, J., Wiley, S., Phillips, J., Altaye, M., & Choo, D. I. (2017). The utility of early developmental assessments on understanding later nonverbal IQ in children who are deaf or hard of hearing. *International journal of pediatric otorhinolaryngology*, 92, 136-142.

**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  $\leq$  36 months), mild to profound, no severe motor deficits, no additional communication disorder (e.g. autism), IQ  $\geq$  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:**