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As soon as a child is diagnosed with a hearing impairment, the need to provide early and appropriate intervention to avoid language deprivation and its consequences is urgent. Numerous tools are used to promote the development of language communication in deaf children (e.g. Verbo-tonal method, Natural Dynamic of Speech, Cued French, lip-reading, Borel Maisonnery gestures, Makaton, Auditory Verbal Therapy, signed French, fingerspelling, etc.).

Two online surveys have been conducted. The first is aimed at professionals caring for deaf children. The second is aimed at parents of deaf children. These questionnaires allowed us to collect information on the relative place and conditions of use of the various communication aids in clinical practice in France, on the factors that determine the choice of a tool, and on the satisfaction of parents about these tools.

Results, from a population of 223 French professionals and 202 French parents, suggest that there is a large variety and heterogeneity of practice among professionals, and a clear discrepancy between clinical practice and home practice.

Our survey reveals urgent need for data-based evidence for the impact of the different tools and methods on the development of speech production and perception, and for practice-based data on the usability of the different methods proposed. The final objective will be to provide evidence-based recommendations for speech remediation and academic support for deaf children.

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