2:00-3:00 Oral language outcomes after narrative intervention in children who are deaf or hard of hearing.

Many children who are deaf or hard of hearing (DHH) experience oral language difficulties, including weaknesses in narrative skills. This talk presents findings from two studies examining the effects of narrative intervention on narrative macrostructure in monolingual preschoolers and bilingual children who are DHH. The first study evaluated a four-week intervention with four preschoolers who are DHH, involving eight sessions of story retelling with clinician modelling and visual support. The second study examined a six-week bilingual (English-Spanish) intervention with three children who are hard of hearing (HH), aged 6–8 years, who received 12 sessions targeting narrative retelling in both languages. Both studies used single-case experimental designs and assessed children's ability to generate personal narratives before and after intervention. Across studies, most children improved their story retelling skills. However, generalization to personal narratives and maintenance of gains varied across participants. In the bilingual study, improvements were observed in children's weaker language while skills in their stronger language were maintained, with some evidence of generalization to personal narratives. Families also valued the bilingual intervention, particularly the availability of services in Spanish. Overall, findings support the potential of narrative intervention to improve narrative skills in monolingual and bilingual children who are DHH, while highlighting the importance of individualized intervention and further research into the generalization and maintenance of gains.

Bio: Beatriz de Diego is a Ramón y Cajal investigator in the Psychology Department at the University of Valladolid (Spain) and a collaborator in the Institute of Neuroscience at the University of Barcelona (Spain). She completed her doctoral degree in Speech and Hearing Science at Arizona State University (USA, 2019) and a master’s in early Intervention in Deaf Education at Fontbonne University (USA, 2013). She has been working as a speech-language pathologist since 2009, when she obtained a Speech-Language Therapy and Linguistics degree at Complutense University of Madrid (Spain). Her research interests focus on the impact of hearing loss on the developing brain. In particular, she is interested in language learning and executive function in children with hearing loss (including bilingual children), and in using this information to design and evaluate the effectiveness of language interventions for these children. Her research combines behavioral measures with eye tracking and electroencephalography (EEG).