

Impacts of Early Identification and Intervention of Environmental Barriers on Children's Speech Development

Cheyenne Croft, Stephanie Estrera, Ananda Eaton, and Dr. Rasheda Haughbrook

Introduction

- On average, about 6% of children experience speech or communicative delays in development. (Marshall & Lewis, 2013)
- Delays in speech and communication can cause future deficits in children's social development. (Fitriani & Prayogo, 2020)
- When an environmental barrier in speech or communication is identified and addressed there will be an increase for the child's developmental outcomes. (Liu et al, 2025.)
- The earlier an environmental barrier in speech or communication is identified and addressed the higher a child's developmental outcomes will be. (Rupert et al, 2023.)
- We developed two theses: (1) When an environmental barrier in speech is identified and addressed the better a child's developmental outcomes will be and (2) the earlier barriers are addressed the better the child's developmental outcomes. Better outcomes would be an increase in ability to communicate and children's social outcomes.

Methods

- A literature review using keywords "speech intervention in child development," "speech and communication environmental barriers in childhood development," and "speech intervention impact on child development outcomes."

Used FSU libraries and google scholar as search engines to find relevant research.

22 articles were found and selected based on relevance to research scope.

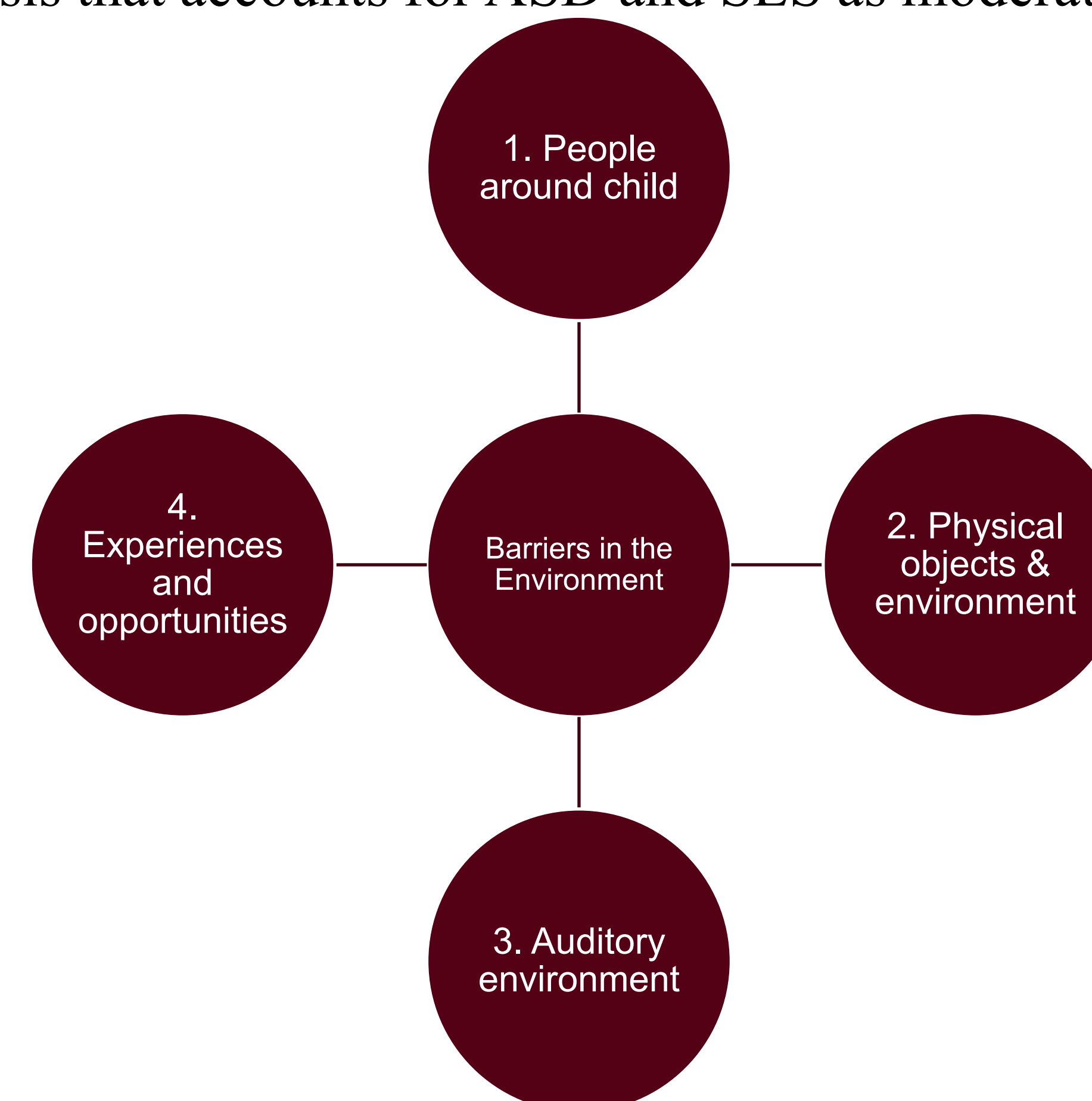
8 articles were used for this initial project.

Results

- Bergic et. al's 2021 study revealed statistically significant results for speech development Speech ($t = -12.26; p < .001$)
- Additionally, speech intervention resulted in changes in childhood development: social development ($t = -11.13; p < .001$), fine motor skills ($t = -15.23; p < .001$), gross motor skills ($t = -5.97; p < .001$), and thinking and perception ($t = -16.95; p < .001$).
- Bergic's study also that about 63% of the variance in speech development was related to speech therapy treatment.

Discussion

- It is critical that people who interact with children can identify environmental barriers in children's speech development.
- While socioeconomic status cannot be readily changed for kids it is possible to incorporate singing, talking, and reading as ways to develop their speech capabilities.
- Speech therapy is an invaluable intervention resource to develop children's speech after they experience delays.
- The future direction of this study is conducting a meta-analysis that accounts for ASD and SES as moderators.



Conclusion

- Literature review has found that when environmental barriers impacting children's speech development is identified and addressed that children experience better overall developmental outcomes.
- Research also found that the earlier environmental barriers in children's speech development are identified and addressed the better their developmental outcomes are than kids receiving intervention after longer periods of time.
- Providing language rich environments and interacting with children with meaning aid in developing their social, academic, and mental outcomes.

Acknowledgements

I would like to thank Dr. Haughbrook, Stephanie Estrera, Ananda Eaton, and the support I have received from my colleagues in the context lab. I would also like to extend my gratitude towards Xavier Spoehr, John May, and Brooke Walker for listening to my research findings. Thank you to the Center for Undergraduate Research and Academic Engagement for bringing this opportunity for me to present today.

References

