



Appendix L - Red Flags

Author: Louise Ashton

The Re/Habilitation Practitioner is expected to identify possible red flags in the children with whom they are working, and to communicate concerns to the team on an ongoing basis.

Below are some of the most common red flags (Madell, Flexer, Wolfe and Schafer, 2019) that might indicate challenges with optimal auditory access, effective rehabilitation, school placement or team involvement.

- Change in functional listening checks
- Basic behavioural observations:
 - Children not wanting to wear technology
 - Hypersensitivity
 - Poor responses to auditory stimuli through speech
- Sudden resistance to wearing the device
- Sudden change in attention of behaviour
- Failure to make at least 6 months progress in 6 months' time in all language areas of language (Expressive, Receptive, Speech, Pragmatics)
- Relies on visual input to understand spoken message
- Poor Speech perception levels (poorer than 80% in any test condition)
- Poor voice quality, speech too loud, too soft or unclear
- Lack of audition as the primary learning mode for language

References:

Madell, J.R., Flexer, C., Wolfe, J. & Schafer, E.C. (2019). Pediatric Audiology. Diagnosis, Technology and Management. 3rd Edition. Thieme.