



# Optimizing Early Identification with Effective Strategies for Infants

Karen Cassidy MA Ed, CED

Gloria Meneze-Furtado LSLS Cert AVT, M.Ed, CED

Sarah Dawson Wainscott M.Ed, CCC-A

# Learning Objectives

- Understanding auditory verbal techniques
- Using typical developmental milestones
- Supporting early auditory skills
- Promoting listening and vocal communication
- Maximizing residual hearing

# AV Therapy Techniques

- Auditory first presentation
- Hand cue
- Listen!
- Acoustic highlighting
- Chunking
- Modeling
- Redundancy
- Wait time

# Auditory Development

- Auditory Skills Hierarchy
  - Detection
  - Discrimination
  - Identification
  - Comprehension

## Birth – 3 months

- Motor Skills
  - Sucking, grasping, rooting
  - Imitating body movements
  - Lifting head and chest while lying on stomach
- Auditory Skills
  - Stopping movement when sound is presented
  - Connecting actions and vocal patterns (up up up/down)

## Birth – 3 months

- Auditory Skills
  - Stopping movement when sound is presented
  - Connecting actions and vocal patterns (up up up/down)
- Expressive Skills
  - Differentiating cries
  - Using vocalizations for communication

## 3 – 6 months

- Motor Skills
  - Rolling over
  - Making discoveries with objects
- Auditory Skills
  - Responding to sound by performing an action
  - Attending to songs connected to actions
  - Performing an action anticipating auditory feedback

## 3 – 6 months

- Auditory Skills

- Responding to sound by performing an action
- Attending to songs connected to actions
- Performing an action anticipating auditory feedback

- Expressive Skills

- Babbling to self, others
- Vocalizing in response to speech
- Emerging use of varied vocal patterns



## 6 – 9 months

- Motor Skills

- Sitting up
- Crawling
- Grasping and pulling things

- Auditory Skills

- Discriminating patterns and salient differences
- Perceiving routine phrases
- Emerging conditioned response

## 6 – 9 months

- Auditory Skills

- Discriminating patterns and salient differences
- Perceiving routine phrases
- Emerging conditioned response

- Expressive Skills

- Imitating familiar sounds
- Singing
- Developing a wider variety of vocal patterns to “talk” to adults

## 9 – 12 months

- Motor Skills
  - Walking with aid
  - Rolling a ball
  - Throwing objects
  - Dropping and picking up toys
- Auditory Skills
  - Connecting motor activities with vocal patterns
  - Recognizing familiar words
  - Imitating patterns connected to actions
  - Refining the conditioned response

## 9 – 12 months

- Auditory Skills

- Connecting motor activities with vocal patterns
- Recognizing familiar words
- Imitating patterns connected to actions
- Refining the conditioned response

- Expressive Skills

- Vocalizing during play
- Imitating novel speech sound combinations
- Jabbering or using intonation with varied communicative intents

# 12 - 18 months

- Motor Skills

- Dancing
- Pushing, pulling and banging objects
- Feeding themselves
- Putting rings on a peg

- Auditory Skills

- Demonstrating awareness of rhythm and rate
- Generalizing routine phrases
- Identifying key words
- Understanding contrasting phrases (On v/s take it off)

# 12 - 18 months

- Auditory Skills

- Demonstrating awareness of rhythm and rate
- Generalizing routine phrases
- Identifying key words
- Understanding contrasting phrases (On v/s take it off)

- Expressive Skills

- Using jargon
- Using single words
- Continuing development of varied communicative intents

# 18 – 24 months

- Motor Skills

- Climbing
- Taking off clothes
- Pointing to objects
- Opening doors

- Auditory Skills

- Following simple directions
- Understanding simple questions
- Identifying familiar objects in pictures

# 18 – 24 months

- Auditory Skills

- Following simple directions
- Understanding simple questions
- Identifying familiar objects in pictures

- Expressive Skills

- Increasing use of words in spontaneous utterances as identification grows
- Using question intonation for yes/no questions



## 24 - 36 months

- Motor Skills
  - Running forward
  - Jumping in place
  - Kicking a ball
  - Stringing beads
  - Turning pages
  - Manipulating clay
- Auditory Skills
  - Listening for directions with actions
  - Listening for specific information
  - Comprehending simple sequences and stories
  - Comprehending more sophisticated syntax

## 24 - 36 months

- Auditory Skills

- Listening for directions with actions
- Listening for specific information
- Comprehending simple sequences and stories
- Comprehending more sophisticated syntax

- Expressive Skills

- Using speech to announce intentions
- Expressing a wide variety of intentions and syntactic structures as word combinations

# Simple play

- What to do when there are no toys
  - Movement activities (up up up...whee!)
  - Pointing out sounds (Environmental)
  - Calling games (Mom's voice v/s Dad's voice)
  - Language experiences
    - Using objects that are available (water, food)
    - Targeting vocabulary or phrases
    - Making an experience book

# Daily routines

- Start with one routine
  - Change the diaper
  - Take a bath
  - Time to eat
  - Bedtime
- Contrasting phrases
- Songs
- Experience book

# Favorite toys

- Bubbles
  - Stop and wait
  - Turn taking
- Blocks, balls
  - Conditioned response
  - Contrasting phrases
- Animals, vehicles, dolls
  - Hide and seek
  - Songs
  - Concept development

# Why do we sing?

- Using patterns- walking song
- Encouraging longer durations- bubbles song
- Developing anticipation- Time to eat v/s time for a bath songs
- Connecting actions- Roll over song (5 in the bed)
- Attaching sounds to objects- Songs for vehicles (airplane, train, car, bus, boat)
- Introducing animal noises- Old McDonald

[kcassidy@chatteringchildren.org](mailto:kcassidy@chatteringchildren.org)

