

**What Do We Do
With Babies?**

Beyond Peek-a-Boo and Patty-Cake

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About where we work

- Hearing School of the Southwest
– Coppell, Texas
- Cook Children's Medical Center
– Fort Worth, Texas

Parents Only!

**Listening, Learning, & Literacy for Children with
Hearing Loss**

Saturday, March 21, 8:00-3:30
Cook Children's Medical Center-Ft. Worth
Carol Flexer, Jane Madell,
Marguerite Vasconcellos, Denise Wray
rehabeducation@cookchildrens.org

What do we do with babies?

- Challenges
 - Naptime
 - Waiting for a CI
 - Hard to keep hearing aids in
 - Siblings
 - Choices in communication
 - A million appointments and decisions
 - Your challenges _____

What do we do with babies?

- Rewards
 - Early brain development & developmental synchrony
 - Babies are cute
 - Less time in special education
 - Parents feel empowered that they can teach their baby how to listen and early speech
 - AND???

Purpose of the next few minutes

1. Identify appropriate early goals
2. Fun and easy activities
3. Parents learn to use these at home

Result: building early listening and spoken language skills

A tale of two settings

- Both can work
- One is not better than the other
- We work together
- What's the fit for the family?
- Examples of collaboration

Collaboration

- Collaboration is supportive of the parents' choice for listening and spoken language

Examples of HSSW & CMC Collaboration

- Child A – one car, frequent moves, frequent job changes, no support systems
- Child B – AV therapy at the medical center and participation in mom and tot class at HSSW
- Child C – Cooks CI candidate has sibling at HSSW so attends therapy there

SOUND AWARENESS

Sound Awareness

- Wearing hearing aids all waking hours
- Establishing a listening bubble
- Ling even with babies
- Drawing attention to sounds within environment – I HEAR THAT! LISTEN!
- Listening walk
- Good listening environment

Possible Goals for Sound Awareness

- Specific response to any speech sounds
- Presence and absence of sound
- Responses to different voices
- Responses to different types of sounds
- Call attention to sound by child

Babies can do LING!

- Responding to Ling Sounds

Sound Awareness

- Listen for what baby has to say
- I hear that!! – when baby makes sounds
- Opportunities for babies to hear themselves
 - Making noises in containers, mirror, vocal play

Books and Babies

Books and Babies

- Developmentally appropriate
- Opportunities for sharing within the family
- Easy to use
- Promotes literacy from the very beginning

Goals for Books and Babies

- Possible goals:
 - motherese
 - turn taking
 - exposure to new vocabulary
 - sensorimotor act with books
 - communicative intent
 - Attend to story

Using Books

- Family time
- At dinner time
- Bed time
- 10 Books a Day (10x a day)
- Book basket changes weekly
- _____

Books and Babies

Favorites

- That's Not My _____
- Kisses Books -Saltzberg
- Where is Baby's? Katz
- Good Night Moon, Pat the Bunny, Wheels on the Bus, Hug , Dinosaur Roar, Napping House, Eric Carle books, Tails

Types of Books

- Touchy-Feely Books
- Bath Books
- Predictable Books
- Books with matching toys
- Parents' favorite books

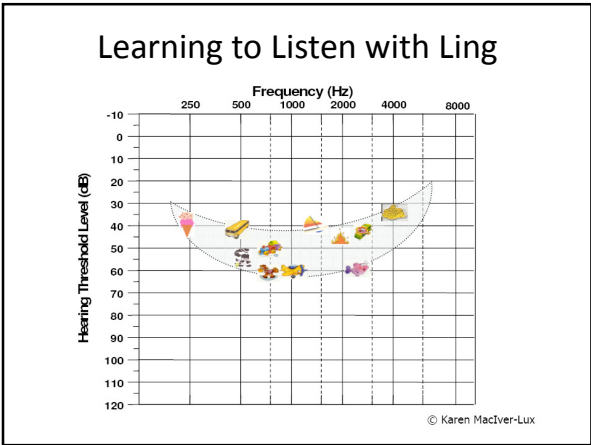
Video

Read Aloud Baby

Learning to Listen Sounds

Learning to Listen Sounds

- Airplane “aaaaa”
- Bus “bu-bu-bu-bu”
- Car (raspberries) “beep beep”
- Boat “p-p-p-p-p”
- Train “choo choo”
- Cat “meow”
- Rabbit “hop hop”



Music, Songs, and Nursery Rhymes

Music, Songs, and Nursery Rhymes

- Goals
 - Imitate motions of nursery rhyme
 - Identify nursery rhymes or songs
 - Vocalize with music or songs
 - Discriminate between slow and fast music

Music, Songs, and Nursery Rhymes

- The Complete Book of Rhymes, Songs, Poems, Fingerplays and Chants *Silberg*
- www.kiddles.com
- 100 Toddler Favorites CD
- Rule of Thumb “When in doubt about what to say or do – SING?”
- This is the way we.....

Music, Songs, and Nursery Rhymes

- Opportunities to sing
 - Feeding
 - Bathing
 - Car time
 - Dinner time
 - While doing other things
 - Diapering

Vocabulary
First Words

First 50 Words

- Comprehension precedes production
 - 50:10
- Comprehension (100)
 - Nouns 56%, Action 36%,
Modifiers 3%, Personal-Social 5%
- Production (50)
 - Nouns 61%, Action 19%,
Modifiers 10%, Personal-Social 10%

GOALS, GOALS and More GOALS

- Toddler will follow context-based directions without gestures.
- Toddler will identify familiar phrases.
- Toddler will begin to ask and answer yes/no, what that?, where noun questions.
- Toddler will begin to develop auditory memory.

GOALS, GOALS and More GOALS

- Toddler will begin to use early pronouns (my, mine), early negatives (no, not), -ing verbs
- Toddler will identify common objects from description.
- Toddler will use a variety of syntactical structures (-ing, n prep n, n v n, n n v, n v v)

GOALS, GOALS and More GOALS

- Toddler will follow multi-element directions.
- Toddler will develop age-appropriate articulation skills.

Results?

- Develops listening personality very early
- Jump start to listening before a cochlear implant
- Developmental synchrony – ‘closing the gap’
- Parents feel successful talking to their baby

A Listening Personality

- Teaching her baby to listen

What do we do with babies?

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