Optimizing Early Identification with Effective Strategies for Infants

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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