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
- Cook Children’s Medical Center
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
TCU Listening and Spoken Language Institute

• June 8-18, 2009
• Texas Christian University, Fort Worth
• www.tcu.edu – search for the Department of Communication Disorders, or e-mail Dr. Helen Morrison, h.morrison@tcu.edu
• 1 week of curriculum – Development of Auditory Function, AV Techniques, Spoken Language, Parent Participation, AV Strategies in Practice, AV Goals and Therapy Sessions
• 2nd week is mentored practicum
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
Who is really the teacher?
Video

• Future audiologist? SLP? TOD? AVT?
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 “aaaaaa”
• Bus “bu-bu-bu-bu-bu”
• Car (raspberries) “beep beep”
• Boat “p-p-p-p-p-p”
• Train “choo choo”
• Cat “meow”
• Rabbit “hop hop”
Learning to Listen with Ling
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.kididdles.com](http://www.kididdles.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
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