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_________________

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

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????
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”

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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A Listening Personality

- Teaching her baby to listen

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