



Supporting Auditory and Language Development

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March 22, 2017

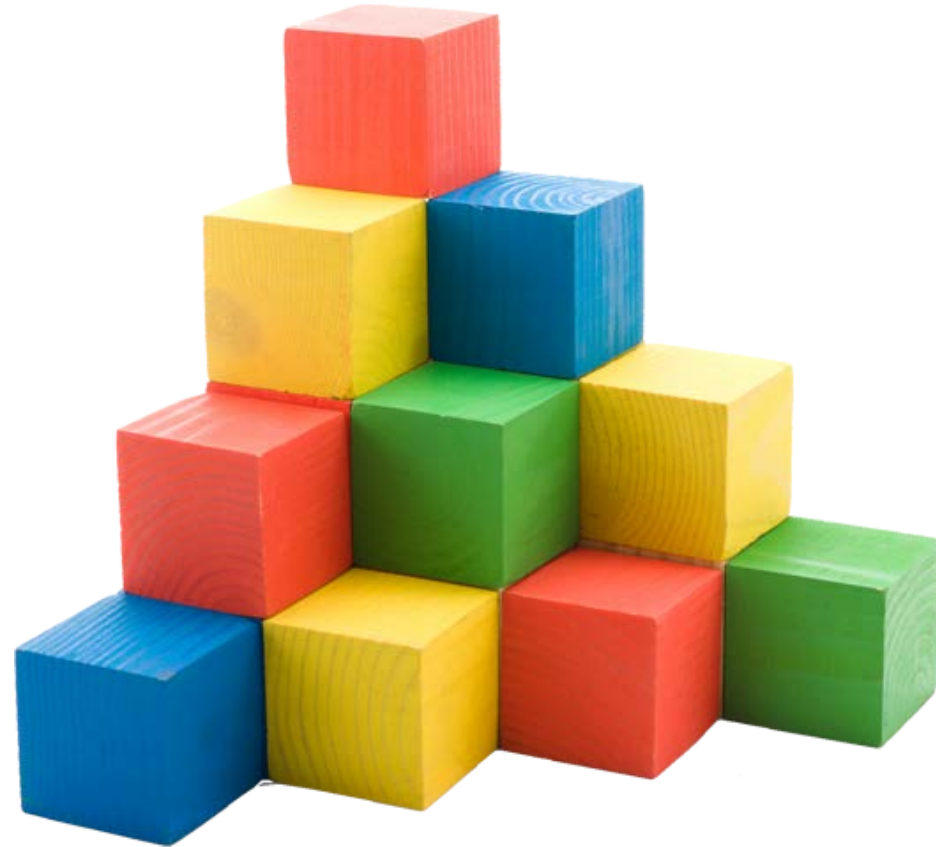


Auditory Hierarchy

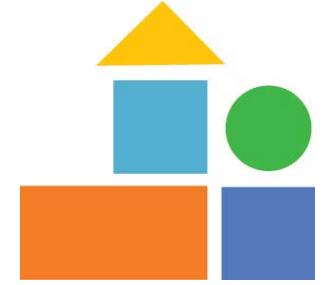
“Learning to Listen is a Process”



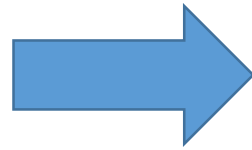
- 4) Comprehension
- 3) Identification
- 2) Discrimination
- 1) Detection



Detection

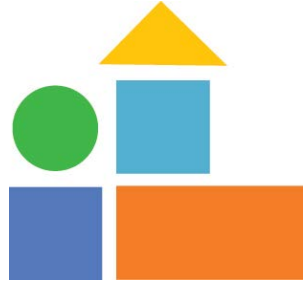


The ability to
hear the
presence or
absence of
sound



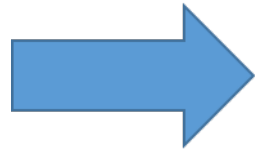
TO DO at home:

- ☑ Point out sounds in the environment all day
- ☑ Go on listening walks drawing attention to all of the things around you that you hear (i.e. clock ticking, refrigerator humming, birds chirping, etc...)



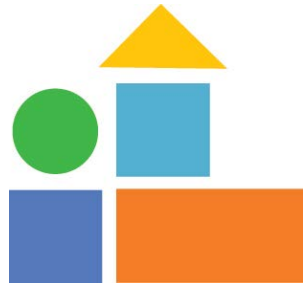
Discrimination

The ability to hear and tell when sounds are the same or different



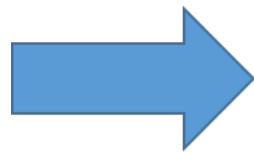
TO DO at home:

- ☑ Play games with two different sounds
- ☑ Make speech changes in volume (loud vs soft) or length (long vs short). If the child is beginning to imitate, she can show that she hears them differently by imitating what she hears



Identification

The ability to
hear and
understand
exactly what the
child is hearing

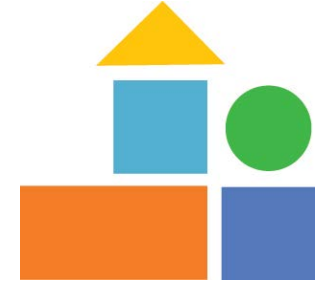


TO DO at home

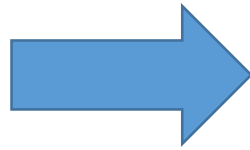
- ☑ Play games where your child has to listen to and understand single words.
- ☑ For the child who has had language (verbal or sign) prior to working on this stage of audition, you can use words that differ in syllable number, which will make identification easier. For example “pear” vs. “watermelon”



Comprehension



The ability to hear and understand sentences and conversations, using audition alone



TO DO at home:

- ☑ You need to keep talking, introducing new vocabulary and phrases, multiple meaning words, as well as idioms and figurative language.

Question #1

What were some challenges you had after your child was fit with Hearing Aids or Cochlear Implant(s)?





Question #2:

What resources did you get, that helped you understand how auditory and language development work?

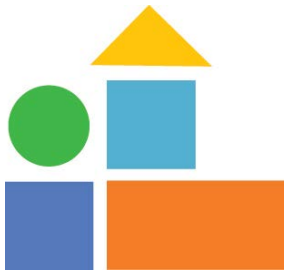


Question #3:

What resources were the most helpful for you?

Question #4:

Who helped you the most with your child's speech and language development?



Language Development

Ages and Stages

Birth to One Year What should my child be able to do?	
Hearing and Understanding	Talking
Birth-3 Months <ul style="list-style-type: none">Startles to loud soundsQuiets or smiles when spoken toSeems to recognize your voice and quiets if cryingIncreases or decreases sucking behavior in response to sound	Birth-3 Months <ul style="list-style-type: none">Makes pleasure sounds (cooing, gooing)Cries differently for different needsSmiles when sees you
4-6 Months <ul style="list-style-type: none">Moves eyes in direction of soundsResponds to changes in tone of your voiceNotices toys that make soundsPays attention to music	4-6 Months <ul style="list-style-type: none">Babbling sounds more speech-like with many different sounds, including <i>p</i>, <i>b</i> and <i>m</i>Chuckles and laughsVocalizes excitement and displeasureMakes gurgling sounds when left alone and when playing with you
7 Months-1 Year <ul style="list-style-type: none">Enjoys games like peek-a-boo and pat-a-cakeTurns and looks in direction of soundsListens when spoken toRecognizes words for common items like "cup", "shoe", "book", or "juice"Begins to respond to requests (e.g. "Come here" or "Want more?")	7 Months-1 Year <ul style="list-style-type: none">Babbling has both long and short groups of sounds such as "tata upup bibibibi"Uses speech or noncrying sounds to get and keep attentionUses gestures to communication (waving, holding arms to be picked up)Imitates different speech soundsHas one or two words (hi, dog, dada, mama) around first birthday, although sounds may not be clear



Language Development

Ages and Stages



One to Two Years

What should my child be able to do?

Hearing and Understanding

- Points to a few body parts when asked.
- Follows simple commands and understands simple questions ("Roll the ball," "Kiss the baby," "Where's your shoe?").
- Listens to simple stories, songs, and rhymes.
- Points to pictures in a book when named.

Talking

- Says more words every month.
- Uses some one- or two- word questions ("Where kitty?" "Go bye-bye?" "What's that?").
- Puts two words together ("more cookie," "no juice," "mommy book").
- Uses many different consonant sounds at the beginning of words.

Language Development

Ages and Stages



Two to Three Years

What should my child be able to do?

Hearing and Understanding

- Understands differences in meaning ("go-stop," "in-on," "big-little," "up-down").
- Follows two requests ("Get the book and put it on the table").
- Listens to and enjoys hearing stories for longer periods of time

Talking

- Has a word for almost everything.
- Uses two- or three- words to talk about and ask for things.
- Uses *k*, *g*, *f*, *t*, *d*, and *n* sounds.
- Speech is understood by familiar listeners most of the time.
- Often asks for or directs attention to objects by naming them.

Language Development

Ages and Stages

Three to Four Years

What should my child be able to do?

Hearing and Understanding

- Hears you when you call from another room.
- Hears television or radio at the same loudness level as other family members.
- Answers simple "who?", "what?", "where?", and "why?" questions.

Talking

- Talks about activities at school or at friends' homes.
- People outside of the family usually understand child's speech.
- Uses a lot of sentences that have 4 or more words.
- Usually talks easily without repeating syllables or words.



Language Development

Ages and Stages

Four to Five Years

What should my child be able to do?

Hearing and Understanding

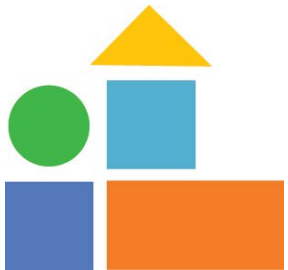
- Pays attention to a short story and answers simple questions about them.
- Hears and understands most of what is said at home and in school.

Talking

- Uses sentences that give lots of details ("The biggest peach is mine").
- Tells stories that stick to topic.
- Communicates easily with other children and adults.
- Says most sounds correctly except a few like *l, s, r, v, z, ch, sh, th*.
- Says rhyming words.
- Names some letters and numbers.
- Uses the same grammar as the rest of the family.

Question #5:

Why do you think is important to understand the ages and stages of language development?





Video:

“Brain Wonders – Zero to Three Magic
Everyday”

GROWING YOUR BABY'S HEARING BRAIN

for Listening, Talking, and Reading



In Utero

Hearing begins before birth at 20 weeks gestation

Brain Development

From Day One your baby's brain is ready to learn

Days After Birth

Newborn hearing screening shortly after birth

Brain Development

Hearing allows your baby's brain access to your voice and meaningful words that help their brain grow and make connections



Before 1 Month

If your baby does not pass the newborn hearing screening, they'll need another hearing test

Brain Development

Your baby needs to hear the meaningful speech and language surrounding them so that they can learn to listen, talk, and read

Before 3 Months

Diagnose hearing loss quickly because your baby may need hearing technology to hear your voice and the sounds around them

Brain Development

As you talk to your baby, take turns making sounds, use words and talk about the world, so your baby's brain will grow and make important connections for listening and talking



Before 6 Months

If your baby has hearing loss, act quickly to enroll in early intervention. Intervention will teach you and your baby to communicate together and help your baby learn to listen and talk

Brain Development

Most children who are deaf or hard of hearing can learn to listen, talk, read, and go to school with hearing friends. The first three years are critical for growing your baby's brain for listening and talking so it's urgent that you get the right hearing devices and intervention for them



Early Brain Development

How to make an environment rich for language development - Activities

Overview of 10 Practices to Promote Language and Communication Skills of Infants and Toddlers

Practice	Description
1. Get Chatty	Engaging in conversations with children
2. Be a Commentator	Giving descriptions of objects, activities or events
3. Mix It Up	Using different types of words and grammar
4. Label It	Providing children with the names of objects or actions
5. Tune In	Engaging in activities or objects that interest children
6. Read Interactively	Using books to engage children's participation
7. Read It Again and Again and Again!	Reading books multiple times
8. Props, Please!	Introducing objects that spark conversations
9. Make Music	Engaging in musical activities
10. Sign It	Using gestures or simple signs with words



Taking Valued Steps

Grayson Butcher

PhD Psychology Graduate Student





Reminder: Some Values

- ❑ Family Relations (other than parenting, couples. E.g., relationship with siblings & your own parents)
- ❑ Marriage/Couples/Intimate relations
- ❑ Parenting
- ❑ Friendship/Social Life
- ❑ Career/Employment
- ❑ Education/Personal Growth/Development (i.e., continued learning)

- ❖ Recreation/Fun
- ❖ Religion/Spirituality
- ❖ Community Life
- ❖ Health/Physical Self-Care
- ❖ The Environment/Sustainability
- ❖ Art/Aesthetics



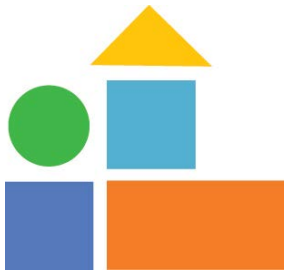
Identifying Goals, Actions, & Barriers



Goal(s): Where would you like to be?

Action(s): What are some steps you can take in that direction this week?

Barrier(s): What are the internal barriers you're encountering? What are the external barriers?



Response to barrier(s)?

Future Webinars – SAVE THE DATE!

English

“Language Strategies to Use at Home”

heartolearn.org

Wednesday April 26th, 2017

4:00pm – 5:30pm

Español

“Estrategias de lenguaje para usar en casa”

oirparaaprender.org

Jueves 27 de abril, 2017

3:00pm – 4:30pm



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