Supporting Auditory and Language Development

Ana Caballero & Grayson Butcher
March 22, 2017
Auditory Hierarchy
“Learning to Listen is a Process”

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

Source: http://www.speech4hearing.com/the-auditory-hierarchy-listening-from-the-beginning/
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 worlds, 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

<table>
<thead>
<tr>
<th>Birth-3 Months</th>
<th>4.6 Months</th>
<th>7 Months-1 Year</th>
</tr>
</thead>
</table>
| - Startles to loud sounds  
- Quiets or smiles when spoken to  
- Seems to recognize your voice and quiets if crying  
- Increases or decreases sucking behavior in response to sound | - Moves eyes in direction of sounds  
- Responds to changes in tone of your voice  
- Notices toys that make sounds  
- Pays attention to music | - Enjoys games like peek-a-boo and pat-a-cake  
- Turns and looks in direction of sounds  
- Listens when spoken to  
- Recognizes words for common items like “cup”, “shoe”, “book”, or “juice”  
- Begins to respond to requests (e.g. “Come here” or “Want more?”) |

#### Talking

<table>
<thead>
<tr>
<th>Birth-3 Months</th>
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</table>
| - Makes pleasure sounds (cooing, gooing)  
- Cries differently for different needs  
- Smiles when sees you | - Babbling sounds more speech-like with many different sounds, including p, b and m  
- Chuckles and laughs  
- Vocalizes excitement and displeasure  
- Makes gurgling sounds when left alone and when playing with you | - Babbling has both long and short groups of sounds such as “tata upup bibibi”  
- Uses speech or noncrying sounds to get and keep attention  
- Uses gestures to communication (waving, holding arms to be picked up)  
- Imitates different speech sounds  
- Has one or two words (hi, dog, dada, mama) around first birthday, although sounds may not be clear |

For more information, visit: [https://www.agbell.org/learn/ages-and-stages/](https://www.agbell.org/learn/ages-and-stages/)
## Language Development
### Ages and Stages

### One to Two Years
**What should my child be able to do?**

<table>
<thead>
<tr>
<th>Hearing and Understanding</th>
<th>Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Points to a few body parts when asked.</td>
<td>• Says more words every month.</td>
</tr>
<tr>
<td>• Follows simple commands and understands simple questions (&quot;Roll the ball,&quot; &quot;Kiss the baby,&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Where’s your shoe?&quot;).</td>
<td>• Uses some one- or two-word questions (&quot;Where kitty?&quot; &quot;Go bye-bye?&quot; &quot;What’s that?&quot;).</td>
</tr>
<tr>
<td>• Listens to simple stories, songs, and rhymes.</td>
<td>• Puts two words together (&quot;more cookie,&quot; &quot;no juice,&quot; &quot;mommy book&quot;).</td>
</tr>
<tr>
<td>• Points to pictures in a book when named.</td>
<td>• Uses many different consonant sounds at the beginning of words.</td>
</tr>
</tbody>
</table>

[https://www.agbell.org/learn/ages-and-stages/](https://www.agbell.org/learn/ages-and-stages/)
# Language Development
## Ages and Stages

### Two to Three Years

**What should my child be able to do?**

<table>
<thead>
<tr>
<th>Hearing and Understanding</th>
<th>Talking</th>
</tr>
</thead>
</table>
| - 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 | - 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. |

[https://www.agbell.org/learn/ages-and-stages/](https://www.agbell.org/learn/ages-and-stages/)
## Language Development
### Ages and Stages

**Three to Four Years**
What should my child be able to do?

<table>
<thead>
<tr>
<th>Hearing and Understanding</th>
<th>Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hears you when you call from another room.</td>
<td></td>
</tr>
<tr>
<td>Hears television or radio at the same loudness level as other family members.</td>
<td></td>
</tr>
<tr>
<td>Answers simple &quot;who?&quot;, &quot;what?&quot;, &quot;where?&quot;, and &quot;why?&quot; questions.</td>
<td></td>
</tr>
</tbody>
</table>

- 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.

[https://www.agbell.org/learn/ages-and-stages/](https://www.agbell.org/learn/ages-and-stages/)
<table>
<thead>
<tr>
<th><strong>Hearing and Understanding</strong></th>
<th><strong>Talking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pays attention to a short story and answers simple questions about them.</td>
<td>• Uses sentences that give lots of details (“The biggest peach is mine”).</td>
</tr>
<tr>
<td>• Hears and understands most of what is said at home and in school.</td>
<td>• Tells stories that stick to topic.</td>
</tr>
<tr>
<td></td>
<td>• Communicates easily with other children and adults.</td>
</tr>
<tr>
<td></td>
<td>• Says most sounds correctly except a few like l, s, r, v, z, ch, sh, th.</td>
</tr>
<tr>
<td></td>
<td>• Says rhyming words.</td>
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<tr>
<td></td>
<td>• Names some letters and numbers.</td>
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<tr>
<td></td>
<td>• Uses the same grammar as the rest of the family.</td>
</tr>
</tbody>
</table>

**Four to Five Years**
What should my child be able to do?

[https://www.agbell.org/learn/ages-and-stages/](https://www.agbell.org/learn/ages-and-stages/)
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”
Early Brain Development

https://hearingfirst.org/learning-growing-lsl/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

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

http://mtbt.fpg.unc.edu/more-baby-talk/10-ways-promote-language-and-communication-skills-infants-and-toddlers
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
Contact Information

Renee Lucero, PhD: renee.lucero@usu.edu

Ana Caballero, M.D.: ana.caballero@usu.edu

Grayson Butcher, B.S.: grayson.butcher@aggiemail.usu.edu