

Developing early communication skills



- **Sue Archbold**





The Ear Foundation



The Ear Foundation funded the first cochlear implants in the UK

What does it do now?

Cochlear implants are carried out in medical settings – but are used at school and home – how do we ensure they are used properly?

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Providing a bridge.....

**Making the
technology
work in the
community**



**Our goal: to secure their future with
life-long functioning cochlear implants**





Three areas:

- Family Support and Information
- Community and Education Resources
- Research and Development

The Ear Foundation providing the bridge between implant centre and home



- Parent courses for communication and language development
- Courses for children and young people-Teenzunited
- www.earfoundation.org.uk

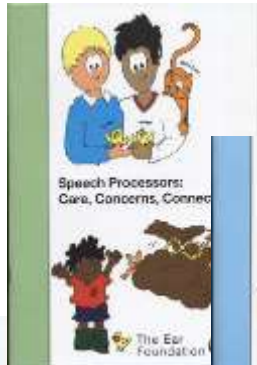




Research

- Family and child-focussed research to provide the evidence for decisions
- Video analysis
- Communication changes
- Parent perceptions
- Adolescent views
- Support in schools
- Bilateral implantation

Supported by resources: eg series of books and resources for parents and professionals



The Ear Foundation providing the bridge between implant centre and school



- **Courses for range of professionals**
- **Information for mainstream teachers and support assistants**





- How old were your children when they were implanted?
- How long have they been implanted?

Disruptions to communication with a deaf baby.....why?



Sound plays a crucial part in early communication: deaf babies don't react as hearing babies do... and hence parents don't...

When babies are born they prefer :



- Familiar voices (e.g. mother's voice)
- Familiar language (i.e. language spoken by the family)
- Familiar stories
- Speech rather than other sounds

But other things are also important especially for a deaf baby....



- **Rapid recognition of mother's face**
 - babies of 7 hours preferred to look at picture of mother than of stranger with same colour hair (Walton & Bower 1991)



**But other things are also important
especially for a deaf baby....**



- **Smiling**
 - by 6 weeks babies smile to mother's face and voice
 - by 3 months the baby's smiles are synchronised with the mother's (and father's)





With lots of advice....about habilitation after implant...

- Auditory training
- Auditory Verbal
- Natural Oral
- Cued speech
- Sign bilingual
- Total Communication
- Signed Speech
- Gestures
- Structured Communication
- Maternal reflection method
- British Sign Language

Won't someone please let me communicate with my child?



Importance of early communication and interaction

- **Marc Marschark (2002)**: deaf children with the highest literacy level at age 16 are those who had a good communication (spoken or signed) with their parents in early life.
- **Tait, 2000** pre-implant communication skills predicted outcomes three years after implantation (whether vocal or gestural)





First things first....

- Are you communicating?
- What about communication with your child – at home or at school?
- Discuss....
- When is it easy – when is it hard?



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deaf children hearing and
communicating

Styles of Communication



- **Imagine:**
- You are sitting on a train, somebody is reading a book you really like.
- Would you start a conversation with them?
- How would you feel if the situation was reversed?



Lets watch some video...

- Look at the differing interactions....
None of the children have an implant
- What are the adults doing?
- What are the children doing?







TCR 03:00:49:10
PLAY
REMAIN 33 min

Think of 5 words that describe
your child's personality...or a
child you work with..





Which of the 5 are because they are deaf?

- Do you think your child's personality would be any different if they were not deaf.





Deaf Babies: Personality

- Deaf babies are individuals.

There is the same range of Personality as with other babies

- Parents may wrongly attribute behaviour arising from Personality to the deafness

adjusting to a baby's individual

Personality is a normal part of parenting



Conversational Style

Often initiates

Child has own
agenda

Sociable
child

Seldom
Responds

Usually
responds

Passive
child

Shy
child

Seldom initiates



- Your child's learning style?



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The roles parents play



- **The Helper**
- *Don't trouble dear, I'll do it for you.*
- We talk for our child or help him before he has shown any need



The roles parents play

- **The Rushed parent**
- *I've got so much to do, I've got to move.*
- We find ourselves talking at our child rather than with him





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The roles parents play



- **The Teacher**
- *Now listen to me, I'll teach you.*
- We control activities & do most of the talking. It's difficult for our child to initiate and play an active role.

The roles parents play



- **Responsive Partner**
- *If I listen to you, then you'll listen to me*
- **Our attention and responsiveness help develop feelings of self-confidence, power and satisfaction.**



Which are you?

- The helper
- The rushed parent
- The teacher
- The responsive parent

- When?



To be a responsive partner

- Get face to face!





Being face to face



- You connect and share the moment
- See what your child is interested in
- Listen to your child's message
- Help your child to understand and lip read
- Let your child lead



Create opportunities for your child to lead

- Offer a choice..... Then wait
- Choose an activity your child can't do without your help..... Then wait
- Offer a little bit..... Then wait



Follow your child's lead; Imitate

- Do what your child does
- Say what your child says
- Then wait.....



Follow your child's lead; Interpret



- What are they looking at –trying to say?
- Decide what he is telling you. [he wants to be picked up]
- Say it as your child would if he could [e,g do you want to get up?]





Follow your child's lead; Comment



- Give your child a word or short phrase that relates to what your child is doing or to what you are doing
- then wait





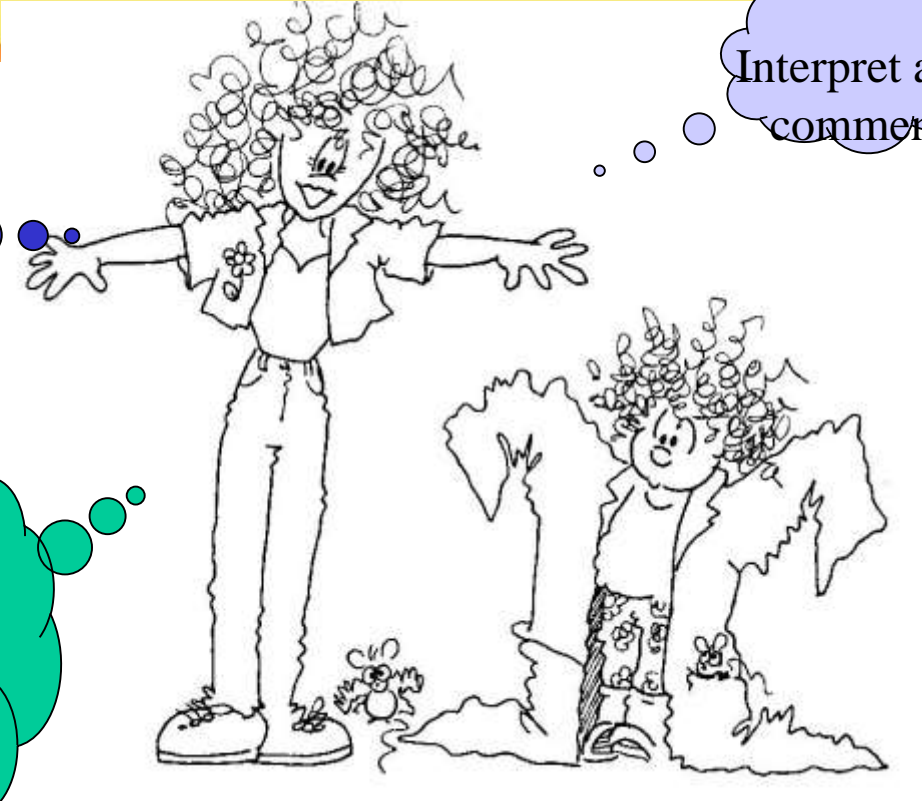
Respond with Interest



Imitate

Imitate

Join in
the play



Interpret and
comment



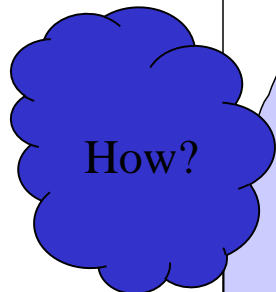
Join in the play



- Play like a child
- Use the toys
- Use fun sounds and words



Means : Reasons : Opportunities



Means

Reasons

Why?



Opportunities

**When?
Where?
Who with?**



When you learnt English --

Means

Hear the words
Know about & have
learned languages

Reasons

Our international world
Holidays, Business trips

Opportunities

Focus at school
TV in English
Practise on visitors



My Bubbles for learning a foreign language

Means

Reasons

Opportunities

**What sizes are your children's bubbles
for learning spoken language?**



Means

Sign

Spoken language

Cochlear implant

Reasons

Spoken language
encouraged

Desire to get
message across

Opportunities

When do they need
to / can they use
spoken language?



They can hear you...what do you do?

- Conversation is the natural way we learn language
- Feels comfortable
- Information sharing
- Turn taking.....
- What about?



How do we move on towards spoken language?

- The continued importance of conversation.....





The importance of conversation

A conversation IS NOT--

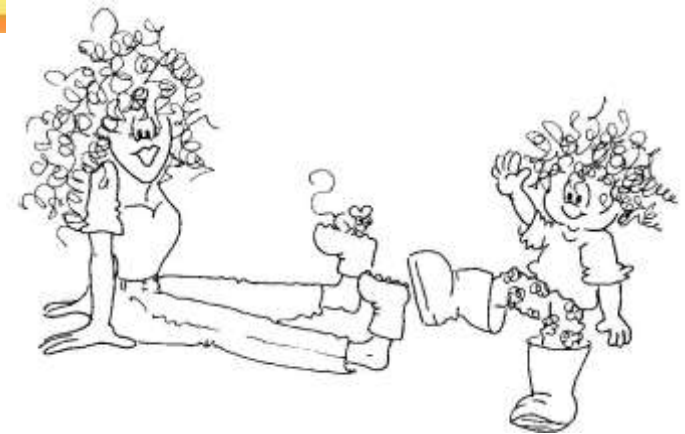
- Giving instructions
- Controlling behaviour
- Asking lots and lots of questions





Using routines – when?

- Bedtime
- Meal times
- Playing alongside
- Helping the adult – doing the washing, shopping
- WHY.....





Story telling

- Who tells the story – you or your child?
- What makes a good story to tell?
- Why is it important to give a chance to tell stories.....?
- What helps the story teller?



Using books

- Why?
- How?
- What sort of books?





