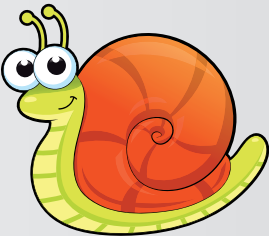


LittleEars[®]

My Diary





Hello, My name is: _____

My birthday is on: _____

and my hearing aids were first fitted on: _____

I received my cochlear implant on: _____ in my _____
ear / both ears.

I had my operation in the clinic of: _____

My processor was switched on and programmed on _____ in
_____, ever since, I can hear!

... and this is a *booklet* about my first 6 months of hearing experience.

Date:

1. What was the most important observation for you this week?

What might you observe at the beginning?

In the first weeks, after the switch on of the processor or hearing aids, your child will probably show a lot of different and new reactions to voices and environmental sounds. Right now, the device may not be programmed to pick up soft sounds, so don't be disappointed if s/he fails to pick them up. Your child needs to get used to sounds and we don't want to scare them. Over time, the program will be changed and then s/he will be able to hear these softer sounds.

What kind of reactions might you observe? Maybe your child...

- ☐ doesn't react yet
- ☐ wakes up
- ☐ quietyens, or becomes attentive, or stops what s/he's doing
- ☐ starts to move
- ☐ starts to suck their dummy
- ☐ blinks
- ☐ changes their facial expression
- ☐ becomes interested and turns to you
- ☐ starts to use their voice
- ☐ startles, or shows signs of discomfort
- ☐ cries, or turns away

It is important for the programming process that you observe which sounds elicit a happy or curious reaction from your child, and which sounds startle or produce discomfort for your child (and what kind of sounds and how loud they are).

A small reminder,

to fill out the list with
your child's first words.

Thank you !

Week 1

2. How does your child react when you put on their device (CI or HA)?

What about when you take it off?

3. We want you to list the sounds your child responds to.

How loud were they? What was the reaction to them?

Sounds:

Loudness:

Reaction:



Date:

1. What did you notice about your child's reactions to sounds this week?

Please list some examples.

Make hearing a pleasurable experience.

Your child will learn about a whole new range of sounds, voices and noises. This can be very confusing, and s/he needs to learn to recognize patterns in repeated sounds. Remember, speech may be just another of these "sound-patterns" right now to your child. Children perform best at this when there is not too much background noise or an overload of sounds in their everyday environment. They learn more when they hear a specific sound repeatedly and the activity is fun, simple and pleasurable. Make sure s/he realizes that YOU make noises too. Here are a few suggestions to support your child in learning to listen:

- ☐ If possible, turn off the TV or radio when you are playing listening games with your child. (no background noise)
- ☐ Repeat sounds a few times. Repetition is important when learning to hear.
- ☐ Let your child see what or who produces the noise, so your child can link the sound with the object/person.
- ☐ Introduce hearing-routines and rituals. A song before bedtime is a wonderful habit to get into.

The most important thing is: hearing should be fun!

How does your child react to a loud, clear sound?

Knock on the table or knock on the door (behind your child), how does s/he react?

- ☐ S/he startles
- ☐ S/he is looking for the noise
- ☐ S/he doesn't really react to it.

Week 2

2. When do you put your child's audio processor/hearing aids on, and when do you take it/them off? How does your child react when you do this?
3. Can you describe the hearing environment of your child? In other words, what sorts of sounds can be heard and learned in your home, e.g. the coffee machine, the clock, etc.?
4. Are there any sounds in your home that might make it difficult for your child to learn how to listen? If yes, which sounds, e.g. street or traffic noise?



Date:

1. Which of your child's reactions made an impression on you during the last week?

Did you know?

Speech is a complex and flexible system; we combine phonemes, the building blocks of speech, into words, and words into sentences, and sentences into a conversation.

To do this, we need to first hear the speech around us (speech detection), then we need to learn to understand it (speech understanding) and finally, we must learn to produce the first words ourselves (speech production).

Very quickly children realize that speech isn't just a sequence of sounds, but a meaningful tool we use to socialize and to interact with each other. We speak to inform others, to get information from others, and to establish social relationships. Some first signs of communication are playing with eye contact, mimicking, and gestures. This interactive play between you and your child is your first dialogue and the foundation for speech development. Speech develops naturally during these every day interactions with your child!

We'll talk more about communication in the following week.

How does your child react when you turn on their device? Please indicate which answer is most appropriate.

- ☐ I don't see any changes.
- ☐ S/he immediately starts to use their voice and make sounds.
- ☐ After approx. half an hour s/he starts to make more sounds.
- ☐ It takes a while, but I notice changes as time goes by.
- ☐ S/he seems to be more attentive

Week 3

2. How does your child make you understand what s/he wants?

For example: when s/he wants to have something, or when s/he wants to play a particular game ...

3. Does your child make eye contact when you talk to him/her?



Date:

1. What did your child do this week that made you really happy?

Speech as an instrument for communication and social interaction

Children develop speech during play and everyday activities. Because of this it is important that you both engage in the same activity and interact with one another.

The more your child is able to make eye contact with you and the more you respond to your child's actions and expressions, the more your child wants to "tell" you, and the more your child enjoys communication (babble, cry, talk). S/he will realize that s/he can achieve something, for example: "mum looks at me, my mum tells me things, or she brings me something." This will encourage your child to communicate further, and to take the lead during the activity or play.

How can you give positive responses back to your child? There are many responses that have a positive effect on your child's communication and play. For example: you can repeat what your child said, or just comment on it. You can answer a question, or ask for more information. All of these reactions can be used, without giving your child the impression s/he wasn't saying it correctly in the first place (this would discourage your child from producing sounds).



Week 4

2. What sort of games do you play with your child?

3. Is your child in a nursery or day-care centre? ☐ Yes ☐ No

4. With whom does your child play? Whom does your child spend time
with during the day?





For drawing,
painting and photos...



Date:



I. Please, note down some things that happened in your child's development
this week??

The Itsy, Bitsy Spider

(British English: Incey Wincey Spider)

The itsy, bitsy spider

Went up the water spout

Down came the rain
And washed the spider out.

Out came the sun move

And dried up all the rain,

And the itsy, bitsy spider
Went up the spout again.

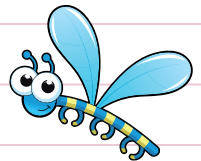
put finger to opposite thumb and
pretend to crawl up
wiggle fingers from top of "spout"
down to lap

move hands/arms across lap;
ie, motion of safe in a baseball game

move hands in large circles to show
sun coming out

show spider going back up again

Week 5



Date:

1. What were the most interesting observations this week?

The speech feedback loop

When infants cry, vocalize (use their voice) or babble they can hear themselves. This encourages them to continue vocalizing and reinforces them to vocalize or babble even more. We call this the "speech feedback loop," which is essential for speech development. Very often, after children have been fitted with a hearing aid or cochlear implant, we can start to hear changes in their voices and sound patterns.

Clearly they can hear themselves and thus change their speech production. Children, who already started vocalizing or using words before they got their cochlear implant, commonly change their voice patterns after a relatively short period of time.

Children who hadn't used their voices may start to vocalize now, and start babbling: bababab dadadada bada bada bada. Also in children with hearing aids we can observe these changes, given that the hearing aids supply sufficient amplification.

*How long can your child attentively
listen to you?*

(When listening to a nursery rhyme, song or story)

- ☐ < 1 min
- ☐ 1 – 3 min
- ☐ 3 – 5 min
- ☐ > 5 min:.....min

Week 6

2. Has your child started to vocalize or babble? If yes, can you please describe which sounds/words your child makes when s/he wears the processor/hearing aids?



Date:

1. Please, note down something special that happened this week?

2. Are there sounds your child likes in particular? If yes, can you list them?

What is that sound I hear?

Slowly your child is getting used to hearing through their device. S/he will react more and more to single sounds that are regularly heard. S/he will learn the context in which they occur and to which objects they belong (for example: the telephone rings in the hall). You can support your child in this learning process by drawing their attention to the same sounds over and over again. You can show the object that makes the sound. (for example: show the keys that make the noise when you're jingling them).

It is important that your child knows what s/he hears, and is able to connect sounds and their meaning. Your child will also learn how s/he has to react to certain sounds. "What should I do when I hear this noise?" (for example: show your child that you open the door, when daddy knocks!)

Which sounds does your child best respond to?

- ☐ voices of familiar people
- ☐ music
- ☐ other sounds

How does your child respond to voices?

- ☐ I cannot observe a reaction
- ☐ S/he smiles or becomes quiet
- ☐ S/he makes body movements (arms – legs)
- ☐ S/he looks at the talker
- ☐ S/he starts to vocalize (uses own voice)
- ☐ Other reactions: _____

Week 7

3. Are there sounds your child reacts to consistently? If yes, can you list them?

4. Are there sounds your child doesn't respond to? If yes, can you list them?



Date:

1. What was the most important change you observed in your child's reactions this week?

Why is music important in daily life?

Music is fun! All children love to hear songs, rhymes and stories over and over again. Children like you to repeat yourself; it is not boring for them. On top of that, it is important in helping them to learn to hear and listen.

That is why you cannot offer too many „hearing rituals“ to your child: you could sing a bedtime song every evening or you could always say the same nursery rhyme before you eat. But just as useful are daily routines, where you always repeat the same sentences: “Let's go to bed: put on your pajamas and brush your teeth!” By having such a ritual, your child will learn through repetition the words and sentences and their meaning in the specific situation. Songs and music routines serve many functions, but in the end it is the pleasure that it gives which is of primary importance!

Is there music in your child's home environment? Please, check any that apply.

- ☐ We are not used to music in our home
- ☐ In the background the radio is turned on softly
- ☐ We listen together to children's songs our child likes
- ☐ We (sometimes) sing during daily activities
- ☐ We play an instrument and practice in the house
- ☐ S/he makes body movements (arms – legs)

Week 8

2. What happens if you turn on some music? How does your child react?





For drawing,
painting and photos...



Date:



I. What was the most important change you *observed* in your child's reactions
this week?

Children's Song

Tommy Thumb, Tommy Thumb
Where are you?

Here I am, here I am
How do you do?

Peter Pointer, Peter Pointer
Where are you?

Here I am, here I am
How do you do?

Toby Tall, Toby Tall
Where are you?

Here I am, here I am
How do you do?

Ruby Ring, Ruby Ring
Where are you?

Here I am, here I am
How do you do?

Baby Small, Baby Small
Where are you?

Here I am, here I am
How do you do?

Fingers all, Fingers all
Where are you?

Here we are, here we are
How do you do?

If you can, explore the internet for more ideas, or find books of songs and rhymes in your local library, where the staff will be pleased to help you.

Week 9



Date:

1. What changes have you noticed in your child this week?

Discovering voices and sounds

In the last few weeks your child has heard with their implant or hearing aids. S/he got used to hearing voices and sounds, and likely you will have observed to which sounds your child reacts very clearly, and to which ones s/he doesn't respond at all.

In the course of their hearing development, children will start to show a more definite response to sound. At first, they only react to very loud sounds. After they get used to hearing these sounds, they will also respond to softer sounds. Most children react more clearly to voices than to other sounds in their environment.

Children also tend to respond more to high-pitched sounds than to low-pitched sounds. In hearing impaired children, this depends on sufficient amplification of the higher pitches. Gradually children learn to tell the difference between sounds in their environment, first between the clearly distinct sounds, and later on between more similar sounds. Let's observe what sounds and voices your child is interested in.

If you are not sure about your child's responses, or if you notice that your child does not develop any interest in sounds at all, we recommend you to speak to a member of your hearing services or implant team. It may be possible that they need to check the device function or programming.

What does your child do if you start to talk when you are standing behind him/her?

- ☐ Stops playing and turn their head
- ☐ Looks around to find you
- ☐ Nothing (no obvious response)
- ☐ Reacts, but does not try to locate you. How does s/he do this? _____

Week 10

2. Is your child interested in new sounds? Does your child explore the environment for new sounds? If yes, which sounds?



Date:

1. What was the most important thing that happened to your child this week?

2. Can you hear different emotions in your child's vocalizations?

How does voice production change over time?

In the speech development of normal hearing children, we see that the production of vowel-like (a, e, i, o, u) sounds starts when crying reduces. E.g.: "aaaaa," "ee," "o-o-o." The auditory skills develop at the same time as the mouth-motor skills and the deliberate breathing skills, required for babbling. Around 6 months of age children also start to produce more and more consonants (m, n, b) to make noises that sound like real "language:" "ma" "da" "pa".

In hearing impaired children the fine mouth-motor skills have already developed further than the auditory skills (because of much less auditory experience, given they weren't fitted with sufficient amplification before the age of 4 weeks). For this reason, pronunciation of vowel- and consonant-like sounds would be possible with less than 6 months hearing experience. The ability to hear themselves now (week 6) will give them the opportunity to experiment and play with their voice. The development of consonants is seen as one of the milestones in speech development. Maybe you can listen to your child's speech production and write down the sounds s/he produces in this diary.



Week 11

3. How does your child let you know that s/he is?

a. Happy:

b. Sad:

c. Angry:

d. Uncomfortable:

e. Hungry:

f. Tired:

g. Other:



Date:



I. What were the things that you noticed this week? What stood out for you this week?

Let's see if your child tries to imitate you when you make "speech noises":

Try a long aaaaaaah, how does your child react?

- ☐ S/he is able to imitate correctly
- ☐ S/he tried to imitate, but it didn't sound right
- ☐ S/he made the right lip shape, but without any sound
- ☐ S/he did not respond

Now try several short versions a-a-a-a, how does s/he react?

- ☐ S/he is able to imitate correctly
- ☐ S/he tried to imitate, but it didn't sound right
- ☐ S/he made the right lip shape, but without any sound
- ☐ S/he did not respond

Here is a different sound ooooooh, how does s/he react?

- ☐ S/he is able to imitate correctly
- ☐ S/he tried to imitate, but it didn't sound right
- ☐ S/he made the right lip shape, but without any sound
- ☐ S/he did not respond

Now try short ones again: o-o-o-o, how does s/he react?

- ☐ S/he is able to imitate correctly
- ☐ S/he tried to imitate, but it didn't sound right
- ☐ S/he made the right lip shape, but without any sound
- ☐ S/he did not respond

When you would like to try more try with eeeee, ma-ma-ma, ga-ga-ga, etc.

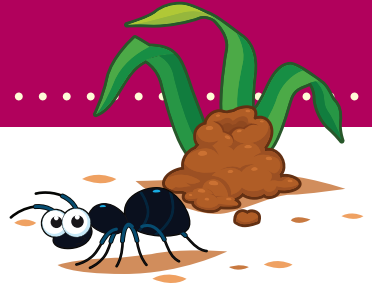
This is a fun game to play with your child and it is good speech practice as well.

Week 12





For drawing,
painting and photos...



Date:

1. Have you noticed any changes in your child this week?

If yes, what were they?

How do parents speak to their children?

When parents, or adults in general, speak to their babies and young children, they use a very special kind of speech. This is called "Motherese," or "child-oriented speech" as fathers also speak to their children in much the same way. This is to help the child to learn to listen and to speak, and is mostly adjusted to the child's developmental age.

What does it sound like? It has a higher pitch and care is taken to produce speech sounds very clearly. Speech sounds, especially the vowels, are stretched longer and there is a special rhythm in the speech. When we use this style of speech, we repeat things over and over, use fairly short segments and we take care to use correct grammar. We often also translate the sounds in our environment into "words" (e.g.: "brum-brum" for car). Because this style of speech is very melodious and expressive, it directs the child's attention towards communication.

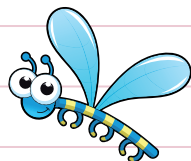
In the second year of life (generally) we change the way in which we speak to our child, and we adapt to their level of development again. We start to use a more "adult" style in our intonation and speech ritual games start to get more important (see week 8). This type of speech is called "supportive speech". The main function of this type of speech is to teach the child the meaning of words and to lay the foundations for a broad vocabulary. The naming-games are typical for this stage: "What is this?" "Where is your nose?"

How does your child react when you repeat the same sentence a few times?

- ☐ S/he becomes more attentive
- ☐ S/he doesn't listen anymore
- ☐ S/he seems to understand me better

Week 13

2. Are there some familiar sounds and/or voices that your child seems to recognize? Does your child know where these sound come from?
(mum's/dad's voice, the doorbell, etc.)



Date:

1. Did you notice anything interesting about your child this week?

The next milestone of speech development: canonical babbling

Auditory development goes hand in hand with speech development. When children use their voices now, their utterances start to reflect their mother tongue more and more. Children will start to take on more of the melody and the sounds of their native language. They start with repeating the same syllable over and over again (babababa); but later they differentiate these sequences (mabamaba). In the next stage they start to combine different consonants and vowels to form the syllables of their first words (da-da). This stage of speech development is called "canonical babbling".

Children with normal hearing are in this phase at 6 to 10 months of age, before they gradually move on to the phase of their first words (Jargon). To be able to get to the phase of canonical babbling, children need to hear and take in the sounds of speech (vowels and consonants). A hearing impairment is often recognized in children when this babbling phase doesn't start, or when babbling sounds very unnatural. This is also a sign of insufficient amplification. When children don't hear enough to be able to perceive speech, they will not develop speech and language themselves. When children are fitted with hearing aids or a cochlear implant that facilitates speech perception, they often also start to babble. However, the exact time this starts can vary considerably from child to child.

How many different syllables does
your child produce?

(E.g. ga, ba, da, ma = 4 syllables)

- 1 or 2: which ones?

- 3 or 4: which ones?

- 4 or more: which ones?

Week 14

2. Does your child use specific vocalizations for specific objects or persons?

☐ I haven't notice this yet

☐ Yes, I did observe this:

_____ for _____

_____ for _____

_____ for _____

_____ for _____

_____ for _____



Date:

I. Have you noticed any changes in your child's development this week?

"Teapot"

Children enjoy learning a language through songs and games very much. The movements are reminders for the words, which go together with them, and the rhythmic cues in the song facilitate the learning process. Children also look for more eye contact with the adult during singing and are therefore more alert.

Often children try to sing along and they vocalize noticeably more than during a normal dialogue. Because we use similar words in rhymes, we call their attention to the minor differences in the words (e.g.: stout, spout). This is very important for the development of clear speech perception.

"Teapot"

(This can be sung or spoken as a rhyme)

I'm a little teapot short and stout.

Here is my handle, here is my
spout

When I get all steamed up,

Hear me shout

Tip me over and pour me out.

Bend knees

Put hand on hip with elbow out

The other hand should go out to be
a spout

Pretend to tip over

Week 15



Date:

1. What was most interesting for you in your child's hearing development this week?

Not only "hearing" develops ...

When we observe the development of children with hearing loss, we tend to focus on the auditory, speech and language development, and can lose sight of the other skills and abilities the child has to learn. However, in the first 2 years of life, infants change very quickly and as they grow they learn many new skills. They learn skills such as, crawling, walking, coordinating their hands and eyes and playing with other people, etc. and every day they learn something new and exciting.

The rate of development varies for the different skills and can be very rapid at times. When your child is concentrating on their listening skills, s/he might not learn much in terms of standing up straight and walking. When s/he starts to take their first steps, s/he might not be concentrating on the new sounds in their environment. This dynamic, shifting developmental process can be observed in all children. Therefore it is important to observe not only your child's auditory, speech and language development, but also look at other areas and support their general development.

Week 16

2. What did you observe in your child's general development (other areas besides hearing development) this week?





For drawing,
painting and photos...



Date:

1. Did you notice any changes in your child this week?

More about routines...

We already pointed out the importance of routines in your child's development (week 8). In everyday life there are many opportunities to introduce routines, and occasions when you can always say the same sentences to your child. Even when your child doesn't understand all the words in the sentence, s/he will recognize the phrases and learn to understand the situation and later the individual words.

Examples for every day routines:

Morning: "Good morning are we awake now? Did you sleep well?"

Are you awake? Come on, get up..."

Breakfast: "Are you finished? Was it nice? Do you want some more...?"

Routines have 3 essential functions:

1. One of the goals of routines in daily life is to establish auditory patterns by repeating the same short phrases or songs over and over, during the same activity, your child will learn to remember these and remember the routine that goes with them.
2. A second reason why routines might be useful is the reduction of stress to the child by presenting structure in daily activities: your child starts to anticipate certain routines, knows what is happening and what will come afterwards. This habitual process makes your child relaxed and more secure.
3. A third reason for routines is to develop attentive listening behavior: because these rituals (like a song or rhyme) have a distinct beginning and end point, your child knows for how long s/he will have to listen and this facilitates concentration. This attentive behaviour is important for the overall process of "learning to listen".

How does your child react if you sing or play a familiar song or tune? Please check the most appropriate response.

My Child...

- ☐ listens very closely (attentively)
- ☐ starts to vocalize, tries to sing along
- ☐ attempts to move their body in time to the music
- ☐ anticipates the sounds & movements, seems to know what is going to happen next
- ☐ doesn't show a clear reaction

Week 17

2. Are you playing any listening games (routines) with your child?

If yes, which ones?



Date:

I. List any changes in your child's speaking and/or listening development that you've noticed in the last week.

How can you encourage your child to speak?

Look at your child when s/he "speaks!" We know that normal hearing infants use their voice noticeably more when they have eye contact with the person they are speaking to.

You can encourage your child to "speak" more by picking up on their vocalizations and responding to them. This can be done by either repeating your child's expressions, or by rephrasing them, if necessary. While doing this, you can use "child oriented speech", as discussed in week 13.

Children like this, and in this way you challenge your child at their own level. It is also important to put your child's emotions and feelings into words. For example: when your child is laughing, you could say:

"yes, we're having fun, aren't we?"

Or when your child is sad, you could say:

"You don't like it? What is wrong?"

This way you show your child that you understand and you give them the words to express their feelings.

Let's try this:

Stand behind your child and call their name. What happens?

My Child...

- ☐ stops whatever s/he is doing
- ☐ turns around
- ☐ doesn't react

Say "no" to your child. What happens?

My Child...

- ☐ doesn't react
- ☐ stops whatever s/he is doing

Week 18

2. Is it possible to motivate your child to speak?

How do you do this and when?



Date:

I. What stood out for you this week?

Noisy games?

Your child has about 4 months of hearing experience with their device now, this means their hearing age is 4 months. However, their play behavior may be developed beyond 4 months of age, depending on their chronological (actual) age.

The same holds for your child's other skills, such as picking up toys or crawling/walking. Your child now has to combine their listening skills with all other aspects of their general development. It might be that their play gets enriched with sounds and vocalizations or that they enjoy playing with toys that make noise now. These are signs that their hearing development is incorporated into their overall development.



Date:

I. What happened this week that you think should be noted?

From babbling to words...

You might have observed already that your child understands considerably more words than s/he can express. When your child is babbling, s/he might also use more and more typical sounds (vowels and consonants) from their native language.

Whilst babbling, your child is training their lips and tongue to be able to pronounce the words s/he will learn at a later stage, as correctly as possible. At this point s/he will start to use certain expressions for certain objects, which only you understand. For other people these expressions might still be meaningless and not understandable.

This type of speech (expressions) is called "Jargon". The child forms the first real words of "adult" speech. These first words are probably not pronounced correctly yet, but they start to use them more often, and also strangers seem to catch their meaning now. When these first words emerge can vary from child to child. Some normal hearing children start to produce their first words before the age of one, others only start at the age of two. Certainly in children who are hearing impaired, we can observe a very big spread. So far, there are no studies on word-development in very young children with a cochlear implant or hearing aids. Therefore we would be grateful if you could observe your child closely and note down their first words!



Week 20

2. Does your child understand some words in the following categories:

body parts, animal or food names? (please list them.)

3. Does your child "name" various body parts, animals, or food?

If yes, please describe what s/he says.

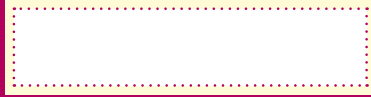




For drawing,
painting and photos...



Date:



1. What special things happened this week?

2. Do you have the impression your child understands your gestures,
some words, or maybe even some short sentences?

If yes, please describe which ones and in which kind of situation.

What happens when...

You say your child's name?

☐ S/he reacts immediately

☐ S/he doesn't give a clear reaction

You ask your child: "Where is Mummy, where is Daddy?"

☐ S/he looks at the right person

☐ S/he doesn't give a clear reaction

You ask your child: "Where is the dog ("woof-woof")? /

"Where is the cat ("Miaow")?"

☐ S/he looks at the correct animal

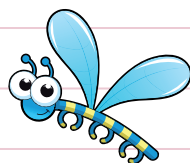
☐ S/he doesn't give a clear reaction

Are there other animal sounds your child

understands or imitates? Here are some examples:

"baa," "moo," etc. If so, please list them below:

Week 21



Date:

I. Did anything happen this week? Did you notice any important changes?

How language develops...

You are your child's "speech model." Children learn very effectively if you engage in an activity together, such as: observing the same thing, person, or event and talking about this. This is called "joint attention."

Your child will understand the meaning of your comments and know what you are talking about. You can also help your child in their process of learning language, by giving clear responses to their utterances (see also week 4) like:

e.g. Repeating the sounds/words your child says: this will encourage your child to express themselves even more.

e.g. Changing or rephrasing expressions: with this your child hears the correct version of words and learns new ones.

e.g. Answering wishes and questions: also when you are in conversation with another person, you can let your child know that you heard them ("I am talking now, I will answer your question later.") By giving your child this information, they know that they are heard.

Does your child...

...seem to be interested in normal conversations between adults? Does s/he focus on the different speakers?

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your child try to join in the conversation?

- ☐ Yes, s/he starts to babble and vocalize
- ☐ Yes, s/he picks up words and tries to imitate them
- ☐ Yes, s/he uses gestures, mime and/or sign
- ☐ No, s/he doesn't try to join in

How does your child call you, or attract your attention?

- ☐ S/he comes to me and uses signs, mime and/or gesture
- ☐ S/he calls me using her/his voice (please describe)

-
- ☐ S/he tries to call my name ("Mummy," "Daddy," ...)
 - ☐ S/he doesn't try to call me

Week 22

2. Can you describe again how your child expresses emotions now?

(such as: being angry, happy, sad, surprised, annoyed, etc.)



Date:

I. What was outstanding in your child's development this week?

Listening and being attentive

You can see that your child is being attentive to sounds when s/he detects new or unexpected sounds and tries to find out where these sounds come from.

However, your child is also being attentive and listening when s/he is able to concentrate on individual sounds (e.g. music, a song, a story, a rhyme, or sounds coming from a toy, etc.) and is able to listen to them for a longer time. This can only occur when your child learns to ignore background noises, which are not important for their activity of the moment.

Therefore it is also interesting to observe which sounds your child ignores, or which sounds your child can filter out, in order to focus on the sounds that are relevant at the moment. It is possible, thus, that your child doesn't respond to a certain sound, even though s/he has heard it! Also this step is important in learning to listen. "Hearing," "listening" and "ignoring" are all part of auditory development.

Week 23

2. Are there any environmental sounds to which your child always reacts?

If yes, please describe:

3. Did your child discover any new sounds this week?

If so, did s/he ask what they meant?

4. Are there any sounds to which your child no longer reacts?

Maybe s/he got used to them or is just ignoring them? Please describe:



Date:

1. Have there been any changes this week?

How can I draw my child's attention to speech?

Your child will learn language more easily when speech is interesting and you draw their attention to it. How can you do this?

1. Use facial expressions and gestures to support your communication. Hereby it is important that your speech and gestures give the same information, to not confuse your child. Facial expression and gestures clarify the affective meaning of speech. For example: when you speak about the lion, your face shows fear and when you speak about your child's favorite teddy, your face shows affection.
2. Use child-oriented speech with a specific rhythm and intonation (see week 13) when you express feelings or ask a question. Guide your child's attention to certain elements in your speech: "I am HAPPY today, because we are going out!"
You can say this using a high pitched "happy" voice, and putting some melody in the phrase.
3. Stress words that are important for your child:
When looking at a picture book together, you could always stress the "duck" that is in the water, the "duck" that comes out of the pond, the "duck" that...
if you want them to learn this word.
4. Make breaks in between words:
When looking at a picture book together, make a little pause to create a certain tension. This draws your child's attention to the information that follows the pause.
5. Change your speech rhythm:
When telling a story and the dog starts to run, you could speak faster, and when he lies down to sleep, you could speak slowly.

This Little Piggy

(can be done on fingers or toes)

This little piggy went to market.	touch and wiggle thumb
This little piggy stayed home.	touch and wiggle index finger
This little piggy had roast beef.	touch and wiggle middle finger
This little piggy had none.	touch and wiggle ring finger
And this little piggy cried, „Wee, wee, wee!“	touch and wiggle pinky
All the way home.	And gently tickle your child they enjoy it

Week 24

2. Do you play any special finger-games (The Itsy, Bitsy Spider , The Teapot, Here is the church) or body-games (Can you keep a secret?, Round and round the garden, This little piggy) with your child? If yes, which ones do you play and what is their reaction to them?

3. How does your child react when you speak very animatedly to them?

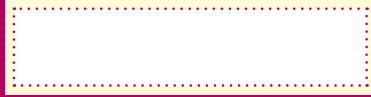




For drawing,
painting and photos...



Date:



1. What was the most important thing you saw this week?

Looking at picture books together

Most children love picture books. They are very useful when it comes to encouraging children to speak. You can name the pictures and repeat the words over and over again, you can point out the relationship between the pictures, use new words, name new things on the pictures, etc. Especially in the beginning, books with little text but pleasant pictures are useful. A single picture can already hold a whole story.

You could encourage your child to look at the pictures together with you. You could name the things you see on the picture and talk about what is happening in the picture. How does your child react to this activity? Maybe you can try looking together into a new picture book this week.

There are many...

...excellent children's books with little or no text, for very small children.

If this is a new activity for you, you could go to your local bookshop or library and ask for children's picture books, suitable for your child.

There are many to choose from, and you might want to try a few different ones, before you find one that your child really likes.

Week 25

2. Does your child like picture books? If yes, which ones?

Title of the book, Author of the book:



Date:

1. List some things that happened in your child's development this week?

Picking up new words...

Speech is a skill that we acquire naturally and spontaneously, it is not necessary to teach children with normal hearing how to speak. Like many things we do in daily life, speech is learned unintentionally.

We hear how somebody speaks about his pet, and we catch the words "dog" and "barking," the intonation and the way things are said. This form of learning is also called: "implicit learning." Severely hearing-impaired children with hearing aids miss part of the speech signals, due to their limited auditory perception.

Their possibilities to "pick up" speech is substantially limited, depending on the severity of their hearing loss. Their attention has to be drawn explicitly to speech. Children with a mild to moderate hearing loss can normally hear enough through their hearing aids, to be able to pick up speech sounds and learn implicitly. A cochlear implant can possibly do the same for a child with a severe to profound hearing loss. It helps them to perceive speech more easily, which make it possible to learn unintentionally. "Implicit learning" is the least tiring form of learning, your child only needs a good model to imitate!



Week 26

2. Is your child interested in new words?

Does s/he ask you the names of new things? ("this?", "ta?")

3. Does your child attempt to imitate any new words s/he hears?

Does s/he seem to "pick up" new words? If yes, which words?



Date:

1. What was the most striking observation in your child's development this week?

2. How does your child react to very loud sounds (door, blender)?

Further programming...

Your child has gathered hearing impressions for about 6 months now and has certainly learned a lot. S/he has already had a few programming sessions in the last few months. To enable the audiologist to get to a stable and optimal map, s/he needs to get clear responses to different sound and speech signals from your child. Your child is probably fairly familiar with the programming sessions, however, s/he might still act very differently in a clinical situation, than at home.

Therefore, please keep observing your child in the future, as you have been during these recent months. What kind of changes have you noticed in your child's listening development? What kind of changes, which occurred at home, can you report to your audiologist?

These routine programming sessions are also important in the future. They reassure you that your child's device is working, and that their map has the best settings possible to enable good listening. It is only then, that your child can perceive speech with the best clarity.

** Which environmental sounds does your child always recognize?*

Please check (multiple answers are possible)

- ☐ Doorbell, telephone, music, knock on the door, vacuum cleaner, washing machine, mixer, microwave bell
- ☐ Sirens (ambulance, police), car horn, birds, dogs, footsteps, father's/mother's car, airplane
- ☐ I don't know
- ☐ Talking, sneezing, coughing, laughing
- ☐ Other;

* LiP Protocol, Sue Archbold, Nottingham Paediatric Implant Programme

Week 27

3. How does your child react to very soft sounds (whispering, soft music)?

4. How does your child react to high (birds singing) or low (wood banging) pitched sounds?



Date:

1. What stood out for you this week?

Which are the first words children learn?

As you've probably observed yourself, this can vary quite a bit. We are sure their first words are words they pick up in every-day life, things they see, play with, hear, etc. The first words usually involve very direct or practical matters, like "dada" for Daddy, or "teddy", rather than "think" or "know." Later they will also learn words with a more abstract meaning. Other words that are easily picked up in the early stage of language development are the social words such as: "bye bye," "hello," "dada," and words like: "gone," and "more." Also the word "no" seems to be among the first words of many children.

The words with one syllable (e.g. car, ball) are typically the easiest ones to pronounce and also certain phonemes can be easier (b,d,m,p) than others (r,s,t). Therefore their first words probably won't contain these difficult phonemes. Sometimes children have a preference for certain phonemes, and use them all the time. Children generally learn nouns (name words), then verbs (action words), later on also the social words and adjectives (descriptive words) are added to their expressions.

Could we please remind you
to fill out the list with your
child's first words again,
including any words spoken up
to, and including, this week?
Thank you in advance!

Week 28



For drawing,
painting and photos...

Hello, this is me again, I have been hearing for
six months now!

This is how I look now:

Child's
Picture

These first 6 months were very exciting,
I am already looking forward to the next 6 months!



Notes



MED-EL Medical Electronics
Headquarters
Fürstenweg 77a
6020 Innsbruck, Austria
office@medel.com

MED-EL GmbH Niederlassung Wien
office@at.medel.com

MED-EL Deutschland GmbH
office@medel.de

MED-EL Deutschland GmbH Büro Berlin
office-berlin@medel.de

MED-EL Deutschland GmbH
Office Helsinki
office@fi.medel.com

MED-EL Unità Locale Italiana
ufficio.italia@medel.com

VIBRANT MED-EL France
office@fr.medel.com

MED-EL BE
office@be.medel.com

MED-EL GmbH Sucursal España
office@es.medel.com

MED-EL GmbH Sucursal em Portugal
office@pt.medel.com

MED-EL UK Ltd
office@medel.co.uk

MED-EL UK London Office
office@medel.co.uk

MED-EL Corporation, USA
implants@medelus.com

MED-EL Latino America S.R.L.
medel@ar.medel.com

MED-EL Colombia S.A.S.
Office-Colombia@medel.com

MED-EL Mexico
Office-Mexico@medel.com

MED-EL Middle East FZE
office@ae.medel.com

MED-EL India Private Ltd
implants@medel.in

MED-EL Hong Kong
Asia Pacific Headquarters
office@hk.medel.com

MED-EL Philippines HQ
office@ph.medel.com

MED-EL China Office
office@medel.net.cn

MED-EL Thailand
office@th.medel.com

MED-EL Malaysia
office@my.medel.com

MED-EL Singapore
office@sg.medel.com

MED-EL Indonesia
office@id.medel.com

MED-EL Korea
office@kr.medel.com

MED-EL Vietnam
office@vn.medel.com

MED-EL Japan Co., Ltd
office-japan@medel.com

MED-EL Liaison Office
Australasia
office@au.medel.com

www.medel.com