

Music and young Children with CIs

For Parents





Music and Young Children with CIs



Benefits of Musical Training

As well as encouraging development of musicality, musical activities can very positively affect your child's whole development. Participation in musical activities enhances learning by promoting: communication skills, listening skills, language skills, cognitive skills, fine and gross motor skills, social and emotional development, and creativity. While sharing or making music together, your child learns to bond with you.

Communication Skills

When you sing and say rhymes together with your child, he is encouraged to: look at your face, make eye contact, pay attention, concentrate, and try to imitate sounds and actions. You naturally pause after addressing your child and this period of "silence" and "expectant looks" prompts your child to make a contribution to the "conversation". This period of silence signals that it is the child's turn; this is how the important skill of turn-taking begins to become a habit. All of these behaviors enhance communication skills which your child needs before he can start to talk.

Listening Skills

By providing your child with interesting sounds to listen to (for example, sounds made by noisemakers, music, and voices when a person sings), you encourage him to pay attention to sound. Through quiet listening your child will:

- 1) begin to realize sounds are different from each other
- 2) begin to recognize sounds by associating them with the source of the sound (mother's voice comes from mother).

After listening carefully to the sounds around them, children will imitate these sounds and eventually learn to talk.

Language Development

Joining vocally in songs helps children to establish more natural-sounding voice control and fluency (production of a string of sounds), and it encourages production of a wider variety of sounds. Singing along helps your child to understand the meaning of words and phrases and gives them the opportunity to practice saying them.

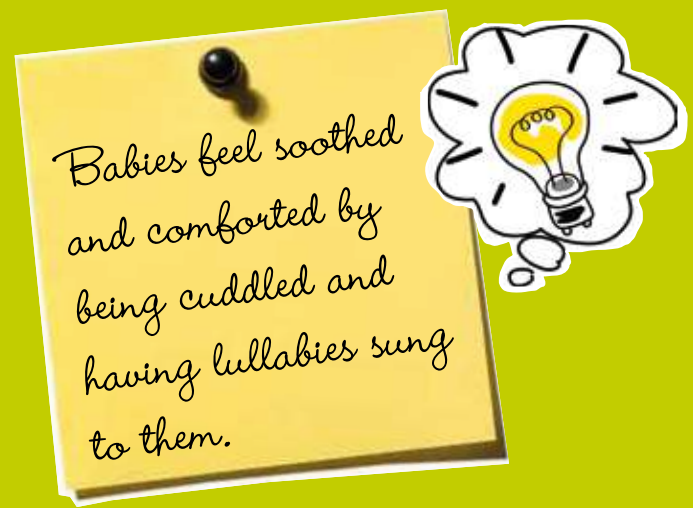
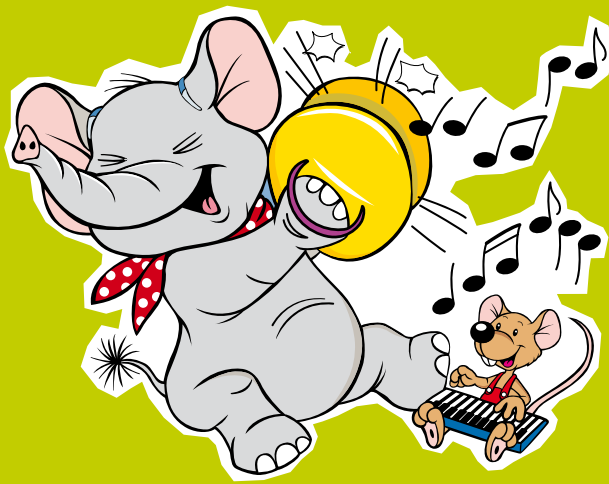
Cognitive Development

Through singing, children can also learn many new concepts. For example, the song "Mary Had a Little Lamb" teaches the concepts of small (vs. large) size, baby animals, love, and fun. Repeating songs over and over helps your child to memorize sequences of words and phrases which, in turn, strengthens memory.

Motor Skills

Participating in songs with actions, doing finger rhymes, and manipulating noisemakers and/or simple musical instruments gives your child the opportunity to get up and move. Incorporating movement with music is a great way for children to strengthen their fine (small muscle, like hands) and gross (big muscle, like legs) motor (movement) skills. This can also help improve coordination and balance.

Remove the centre part from this brochure and you will see how much fun they are having!



Social and Emotional Development

Encouraging your child to listen and respond to music, sing, dance, and express emotions through actions and voice strengthens emotional development. While sharing musical activities with you, and others, your child becomes:

- more sociable,
- more able to adapt his behavior to that of others,
- more able to understand and respect the feelings of others.

He also learns to enjoy being part of your family and of a group.

Development of Creativity

There are several ways to encourage children to develop creativity. One is to encourage your child to respond to music and songs in a free and individualistic way. Remember that your child is developing his own musical tastes and dance style. Another way to encourage creativity is to provide your child with ample opportunities to experiment with noisemakers and simple instruments (e.g. whistles, drums, and xylophone). These skills help your child to become more creative and self reliant.

Components of Music

What does the term "musical activities" really mean? To answer this, it is useful to think about the various components of music. Things that make each piece of music unique are:

- timbre - the characteristic quality of sound that distinguishes one voice from another or one instrument from another
- melody - the arrangement of notes in a sequence
- rhythm - a pattern of measured beats
- tempo - the speed or rate of music

Musical activities should help your child recognize all of these different features. To be able to do this, you need to include your child in a variety of musical activities. This can be things like listening and responding to different types of music; listening to, playing and recognizing noisemakers and musical instruments; saying rhymes; singing songs; and moving to music.

Please Note: You DO NOT need to have any special musical training for helping your child to develop musicality. You DO need to show enthusiasm for these activities and enjoy participating in them yourself, since this provides a positive model for your child.

Activities for Parents and Young Children to Share which Strengthen Development of Musicality:

Singing of Lullabies:

Babies feel soothed and comforted by being cuddled and having lullabies sung to them. They love to be rocked rhythmically and patted and this often calms them or puts them to sleep. This type of experience enables a child to become familiar with the mother's voice and the sounds and rhythms of their native language. It is useful for you to go on singing to your child even as he gets older. A wider and wider repertoire of songs can be sung as your child gets older.

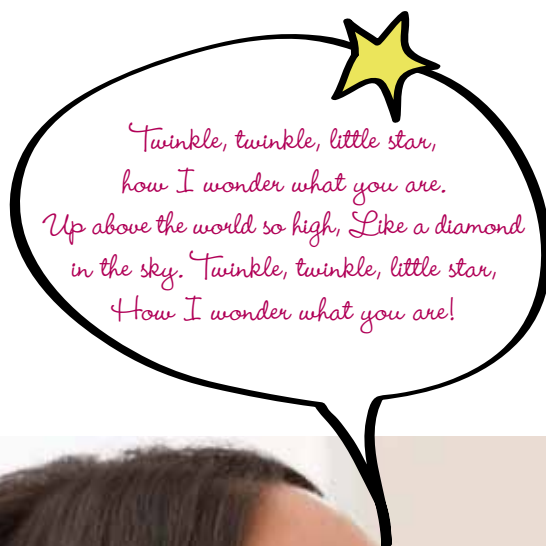


Interacting with the Child using Child-Directed Speech

Long before your child can sit without support, he can demonstrate his love of sound. Babies show that they love being talked to directly when they respond with vocalizations and body movements such as flapping their arms and kicking their legs. To help babies learn language, you naturally use child-oriented (child-directed) speech.


Child-directed speech resembles music in many ways and differs from "normal" speech in that it is

- clearer and more repetitive,
- uses a higher pitch,
- is more melodious with more varied intonation,
- has a slower tempo,
- and a "sing-song" rhythm.



When speech is clear like this, your child can hear important grammatical information contained in the speech such as word endings (like "s" for plurals), stress on key words, and important pauses (like where a comma might go in written speech). You can enhance your child's speech and language development by interacting with him regularly using child-directed speech, lively facial expression, and meaningful gesture and touch. You probably do this naturally, without even thinking about it.





Place a few safety pins in a small tin box. Sew the box into a cloth bag so that your baby cannot open it. Give it to your baby and encourage him to shake it.

Exploring Sounds

The first step on the road to competency in speech and language is the ability to listen carefully and recognize sounds. A child with advanced auditory skills will be able to attach meaning to words and phrases (that is, understand speech), will be able to recognize voices, and will monitor what is happening in his environment through listening. A child with well developed listening skills will talk with greater clarity because he listens to speech carefully.

The following are suggestions for activities which encourage careful listening. Careful listening, in time, should lead to sound recognition. Refrain from constantly testing your child to check whether he has learned to recognize certain sounds. Instead, focus on providing relevant experiences and making shared listening activities as fun as possible.

You can help your child take notice of sounds by making interesting and different sounds in a quiet environment and by encouraging your child to listen and respond to them. You can encourage listening by keeping quiet when a sound happens and by pointing to your ear and saying "Listen!". If possible, always try to show the source of the sound to your child. Children should be encouraged not just to listen to sounds but to try to imitate them. After your child has listened to a sound it is useful for you to use your own voice and try to make a similar sound to the sound heard. For example, if your child alerts to a dog barking, then when the dog stops barking imitate the sound by saying "woof, woof!". If you then look at your child expectantly and keep quiet, your child may also try to imitate the dog's bark. The most interesting sound for your child is your voice. So a well-used voice is more likely to catch your child's attention than an environmental sound.

As soon as a baby can hold a small object, it is time to provide him with various noisemakers like toys that squeak when squeezed, rattles that make a sound when shaken, or safe objects that can be banged against each other. You can easily make such toys from things around the home. For example, place a few safety pins in a small tin box. Sew the box into a cloth bag so that your baby cannot open it. Give it to your baby and encourage him to shake it.

As your baby becomes a little older, you should put a variety of noise making toys within your child's reach. These could be toys that you have in the crib that make a sound when a string is pulled or a button pressed and toys that play a tune. Just as importantly, draw your child's attention to sounds that occur incidentally in the environment like when a telephone rings, doorbell rings, ambulance goes by with its siren blasting, music comes on TV or radio, a wind chime makes sounds, etc. Also consistently draw your child's attention to sounds that occur routinely around him such as the sound of a hair dryer, microwave, washing machine, or clock. Again, try to imitate heard sounds vocally and encourage your child to try imitating the sounds, too. You can encourage your child to vocalize by listening to the child's attempts and by looking pleased (smiling, looking your child in the eyes, and nodding).



Playing Games where Sounds are Associated with Actions

Play games to help your baby make the connection between sound and something fun happening. Games with actions include Peek-a-boo and tickling games like "Here I Come!". It is useful to associate actions with sounds. For example, you can say "wheeee!!!" as you make a toy airplane fly by or "Mmmmm.. yummy yummy yum!" as you wave the baby's spoon. Try to do rhymes with your baby. Accompany these rhymes with fun actions. For example, with "Jack and Jill Went up a Hill" you might walk your fingers up a pretend hill and roll your hands when they come tumbling down. Try to reinforce baby's responses by imitating sounds your baby makes and repeating the rhyme.

Recognizing the Stop and Start of Music

You and your young child can play a wide variety of games to speed up his recognition of when sounds start and stop. Some examples of these types of games are: musical chairs, musical bumps, musical statues, and hot potato. Children learn fastest when the game is conducted in a quiet environment where sound is clearly contrasted with silence. Once you find the right quiet spot, prepare your child for the game:

1. Sit down quietly next to a CD player.
2. Draw the child's attention to the fact that there is no sound.

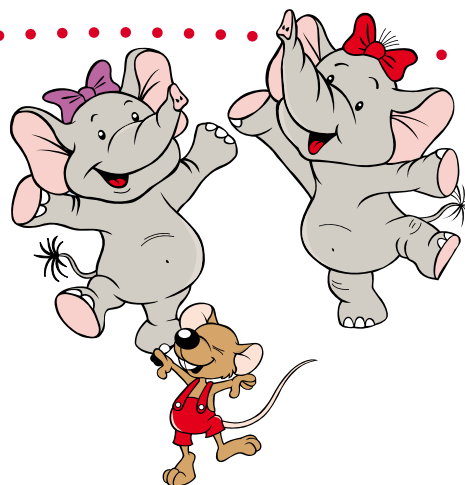
3. Press the play button.
4. Listen and respond to the music by swaying from side to side or by doing something that shows you hear it.
5. Press the pause button again to stop the music.
6. Clearly indicate to the child that there is no more music. You can do this by sitting still.

Once your child can recognize the difference between sound and silence, you can begin to play a more active game like running around while there is music and sitting down when the music stops. Listening for sound as you move around can be more difficult because children often get excited and distracted by running. So, your child might miss the ending of the music at first. Such games are fun to play with a few friends or family members. Other players can be a good model for the child with hearing impairment. Play a variety of music and slowly decrease the volume of the music as your child gets more used to the games. You can also play similar games using your voice (talking) as the sound. For example, your child can move a puppet's mouth when there is talking but keep the puppet's mouth closed when there is no talking.

Responding Appropriately to Tempo and Loudness

You and your child should experiment with playing and listening to a drum. After your child has had time to play freely with the drum, encourage him to take turns playing it with you. Each player should have their own drum stick. Gradually, encourage him to play like you play. Model playing quietly, playing slowly, playing loudly, and playing fast. Another way to get your child to appreciate the difference between fast, slow, quiet and loud banging is to model appropriate movement. You might want to have a helper bang the drum loud and fast while you run around the room in a way that reflects how the drum is being beat.

Babies love to listen to their own vocalizations and to sounds they make by banging objects together.



Then, the helper can bang the drum quietly and slowly while you slowly tiptoe around the room. If your child is too young or unable to move around independently, then play the game while one player holds the child (and reacts to the music) and the other bangs the drum. Colored paper "stepping stones" can be used to encourage the child to take a step when he hears a beat. You need to remember that young children are often not able to concentrate for long periods of time or play according to rules. The important thing in the early years is to provide your child with many positive, fun, and valuable learning experiences.

Listening and Responding to Different Types of Music

Young children and parents should listen to interesting pieces of music together, an example would be "tonal" pieces. "Tonal" pieces cover a wide pitch range and have an interesting and different sound quality. An example of this type of music is Peruvian wind pipes. Also remember to expose your child to a variety of different types of music such as classical, pop, music from different cultures, folk, country, nursery rhymes, etc. When listening together, always encourage a response. Even very young babies can be sat on a lap and swayed or rocked, or if the music is livelier, they can be hopped up and down.

Older children may respond in many different ways like clapping their hands, stomping their feet, patting their legs, dancing, etc. If your child is reluctant to dance alone, he may enjoy dancing around in your arms. Always praise your child for thinking of his own ways to respond to the music. In the beginning, though, it is more likely that you will need to model a variety of responses. If you leave the room to let your child play alone, you may want to play music for your child to listen to and respond to by himself. As your child gets older and his auditory skills have

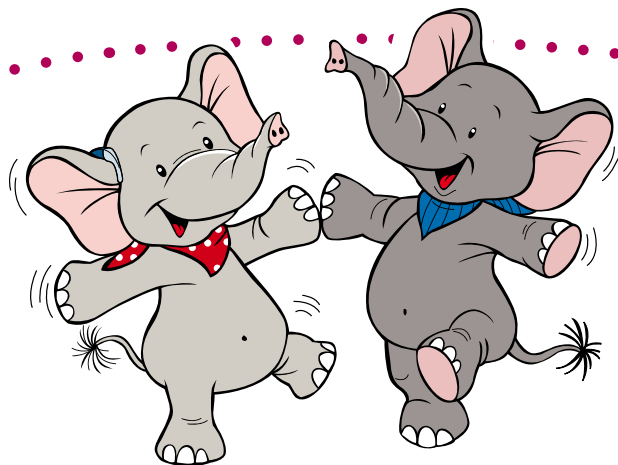
matured a little, you may choose two pieces of music which are very different from each other (like a slow, mellow song and a fast one) and contrast these. Each piece should be associated with an action (the slow piece could be associated with walking and the fast piece with running). Play these at random and encourage your child to listen first and then move appropriately. You may need to prompt your child by showing the appropriate action. Another option would be to make a toy move appropriately to the music.

Making Rhythmic Sounds

Babies love to listen to their own vocalizations and to sounds they make by banging objects together. They enjoy experimenting with sounds and rhythms. Encourage your child to respond to rhythm. If your child allows it, jiggle him up and down on your knee or move his arms or legs appropriately to the beat of the music. You can introduce and regularly repeat some rhythmic chants in a very fun way for your baby. For example, take the rhythm "Bap bap baaaaa/ Bap bap baaaaa/ Bap bap bap bap/ Bap bap baaaaa". You can put your baby on a knee (so that you are facing each other) then holding his wrists firmly, you can bounce him for bap and then drop your baby between legs for baaaaa.

Many rhythmic activities can be done by making sounds with body parts. Some examples are: crossing your arms across your chest and patting shoulders, placing a hand on each knee and slapping alternate knees or using both hands together, rubbing hands together, opening and closing your mouth with a popping sound, clapping, or stamping feet. A 1,2,3 / 1,2,3 / 1,2,3 / 1,2,3 rhythm chain can be done with two claps followed by slapping both knees. Your child's learning and memorization of rhythm is enhanced by saying the words of the rhythm along with the actions.





If your child can maintain a rhythm with a steady tempo, then you may begin to speed up or slow down the rhythm by varying the tempo. Finally, you may try doing the rhythmic chant quietly and then loudly taking care to maintain a steady tempo.

Here is a different example of a rhythmic activity. After looking at a book together about horses and talking about how the horse moves and what sort of a noise its hooves make, you and your child can make a trotting horse rhythm by rhythmically slapping hands on alternate knees and saying 1,2/ 1,2/ 1,2/ 1,2 or "clip clop, clip clop". Your child should then be encouraged to listen to the rhythm and move around the room like a trotting horse. Young children will usually need you to model this movement for them. It is important that the child has a turn at making the rhythm while you move around the room pretending to be a horse. On

another day, you and your child could make a jumping frog rhythm using different body parts to make the sound (like saying, "Pop Pop pop, pop, pop / Pop Pop pop, pop, pop"). Sitting on an exercise ball is a fun way to add to the hopping effect. Alternately, the person in the "listener" role could also make a toy frog jump according to the sound. Always remember to give your child a chance to play both roles (taking turns being the "listener" is always a good idea).



Listening to and Playing Percussion Instruments



Ideally, even very young children should have access to a few percussion instruments. Some easily obtainable, useful percussion instruments are:

- For banging and striking: various types of drums, small cymbals, triangles, wood blocks, xylophones, marimbas, some types of bells and chimes, and small, simple electronic keyboards
- For shaking: maracas, bells, rainsticks
- For scraping, rubbing, and turning: cabasa, shekere, ridged wooden cylinder, washboard, guiro, and sticks
- For blowing: whistle.

You can encourage your child's interest in percussion and other musical instruments by taking your child on a visit to a shop that sells instruments or by borrowing picture books about instruments from the library. You and your child can also cut out pictures of instruments from old magazines and stick them onto a card or into a scrapbook.


Many everyday objects can be used effectively instead of purchasing actual instruments. For example, a bucket turned upside down can be used as a drum, two small pan lids can be used as cymbals, and wooden spoons can be used like a wood block.

For more ideas on how to make your own percussion instruments from things you probably have around the house, see "Listen, Hear!" Nr. 18 Handmade Music, downloadable at: http://www.medel.com/english/50_Rehabilitation/Free-download/listen-hear.php Children should be introduced to noisemakers one at a time. After being allowed to explore and play an instrument freely, encourage your child to quietly listen to the sound it makes. It is useful for you to make a vocal sound like the sound the instrument makes after playing the instrument (like "glug glug glug" for the wood block). Encourage your child to try to say this sound. It is important that your child has access to a variety

of noisemakers which are played in different ways and which produce distinctive sounds. Children should be shown various ways to make sound such as striking, shaking, scraping, plucking, and blowing. While playing with such instruments try to contrast two different sounding noisemakers (like a shaker, which has a continuous sound with a drum or triangle, which have intermittent sound).

You and your child can even play along with instruments while listening and responding to short pieces of lively music. Try to help your child catch the beat of the music by moving his arm in time with the music. At least, you can act as a model by playing along to the song in front of your child. A first "goal" may be to get him to stop playing when the accompanying music stops and start again when the music starts. Older, more able children may enjoy playing like the "conductor" plays (playing the instrument up high or down low). Encourage your child to lead by allowing him to take a turn at being the conductor. The most important thing is that both you and your child have fun sharing these activities.

After providing your child with lots of experience making sounds, you may begin to expect your child to listen to a sound and choose the noisemaker that made the sound. At first noisemakers should be compared in sets of two. Young children often find it very difficult to make choices and may not be able to demonstrate that they know which noisemaker was played. If your child cannot grasp this right away, do not panic. You should just expect that your child will eventually get it and continue showing your child the source of the sound in the mean time. Keep in mind that children learn at their own pace, and what seems easy for one child may take a little more time for another child.



While playing with musical instruments try to contrast two different sounding noisemakers.

Making Percussion Instruments at Home

A variety of noisemakers can be made at home. This type of fun activity allows you and your child to interact in a meaningful and useful way. It is through such interactions that children learn to talk. Children love homemade toys and toys like this can be used for many of the recommended activities.

Singing Action Songs

As your child gets older and more used to listening, you can begin to expect him to participate in action songs by imitating some of the actions and vocalizing. It is best to choose a couple of songs to start with. This repertoire can be expanded later. Songs chosen should be short and should have simple words, whose meaning can be readily explained. The words of the songs should be highly repetitive (like "Wheels on the Bus," "10 Little Monkeys Jumpin' on the Bed" or "Old Mac Donald"). Care should also be taken to choose songs which are easy to sing (using a narrow range of notes), use repetitive melody patterns and have predictable tunes (like "Mary had a Little Lamb"). Actions should be associated with the songs. These actions should help to convey the meaning of the words and be fun to do. It is also useful to associate each song with a picture or a toy. Actions and pictures not only help your child to understand the words better, but they also allow your child to demonstrate that he has recognized a song before he is actually able to name it. You may notice that a child begins to do the correct actions or point to the correct picture on hearing a familiar song. Before your child can actually say the words or sing the tune of a song, he may ask you to sing a song by doing some of the actions or pointing to the associated picture. Knowing which song your child wants and going on to sing it is a great way to reward your child for taking initiative and communicating his desires.

As your child becomes more mobile he will thoroughly enjoy participating in songs involving larger movements like jumping up and down, twirling around, stomping feet and clapping hands. Singing and coordinating movements help your child to further develop balance and body awareness.

Associating Songs with Events and Personalizing Them

It is beneficial for your child to learn to associate certain songs with certain times of the day or events. You can encourage this by singing the same lullaby each time your child goes to bed, "It's raining, it's pouring..." each time it rains, and "I'm a little teapot..." each time tea is made. Don't be afraid to change words of songs to make them more appropriate for your own child. Children are more interested in personalized songs, rhymes, and stories anyhow. Adaptations may be as simple as substituting the child's name (instead of Little Miss Muffet, for example). You can make up new words for familiar tunes so that the words fit in with the activity you are sharing with your child. One good example is while washing the car together, singing, "this is the way we wash our car, wash our car, wash our car, this is the way we wash our car, early in the morning". Words and phrases chosen should help your child to learn about the world around him.



Repeating Songs

Do not be afraid to sing the same songs over and over again. The more familiar a song becomes, the more your child will be able to actively participate. Fuller participation raises confidence and enjoyment levels. Repeating songs again and again consolidates learning of words and phrases and enables children to anticipate sounds, words, and actions. Also, as songs become more familiar, children can lead activities by requesting songs through an action, single word, or short phrase. Encourage initiative by responding positively to your child's requests.

Singing Lyrics without Musical Accompaniment:

Unaccompanied songs are very useful because often, a child can hear the words more clearly without all the instruments playing in the background. You should:

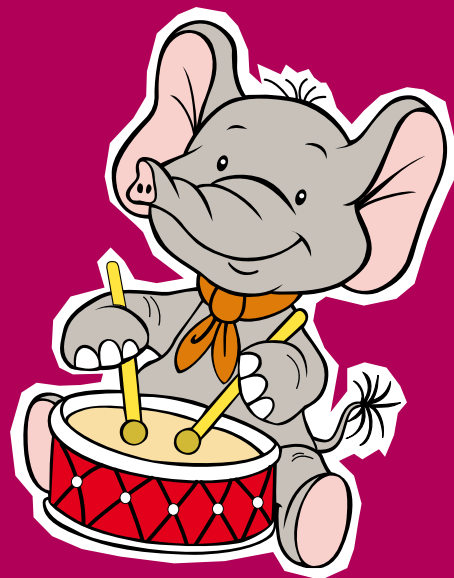
- look at your child when singing
- use lively and interesting facial expressions and voice
- give your child your full attention

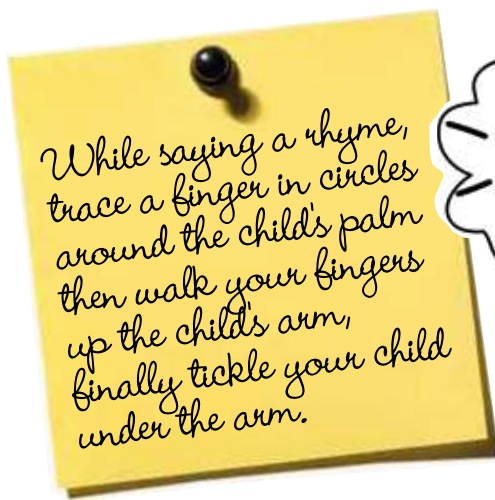
Once your child is able to join in singing, do not drown out your child's voice but sing along softly in the background and be ready to prompt your child if he forgets what comes next. CDs of children's songs and nursery rhymes are readily available. Listening to these will help you learn the tune, be melodious,

and stick to a brisk pace. However, children are more likely to benefit from singing these songs with just you, unaccompanied. This allows you to go at your child's pace and be more responsive to your child's contributions.

Listening and Responding to Music with Loudness and Tempo Changes

Music is made more interesting to listen to through loudness and tempo changes. Try to model these variations and possibly exaggerate them at first to draw your child's attention to them. For example, the end of a tune or song is often signaled by a decrease in tempo (beat). You can also slow a song down considerably towards the last phrase to help signal to your child that the song is going to end. It is useful to listen to short pieces of music or songs in their entirety so that over time, your child can become aware of the dynamics of music and learn to recognize endings.





Rhymes

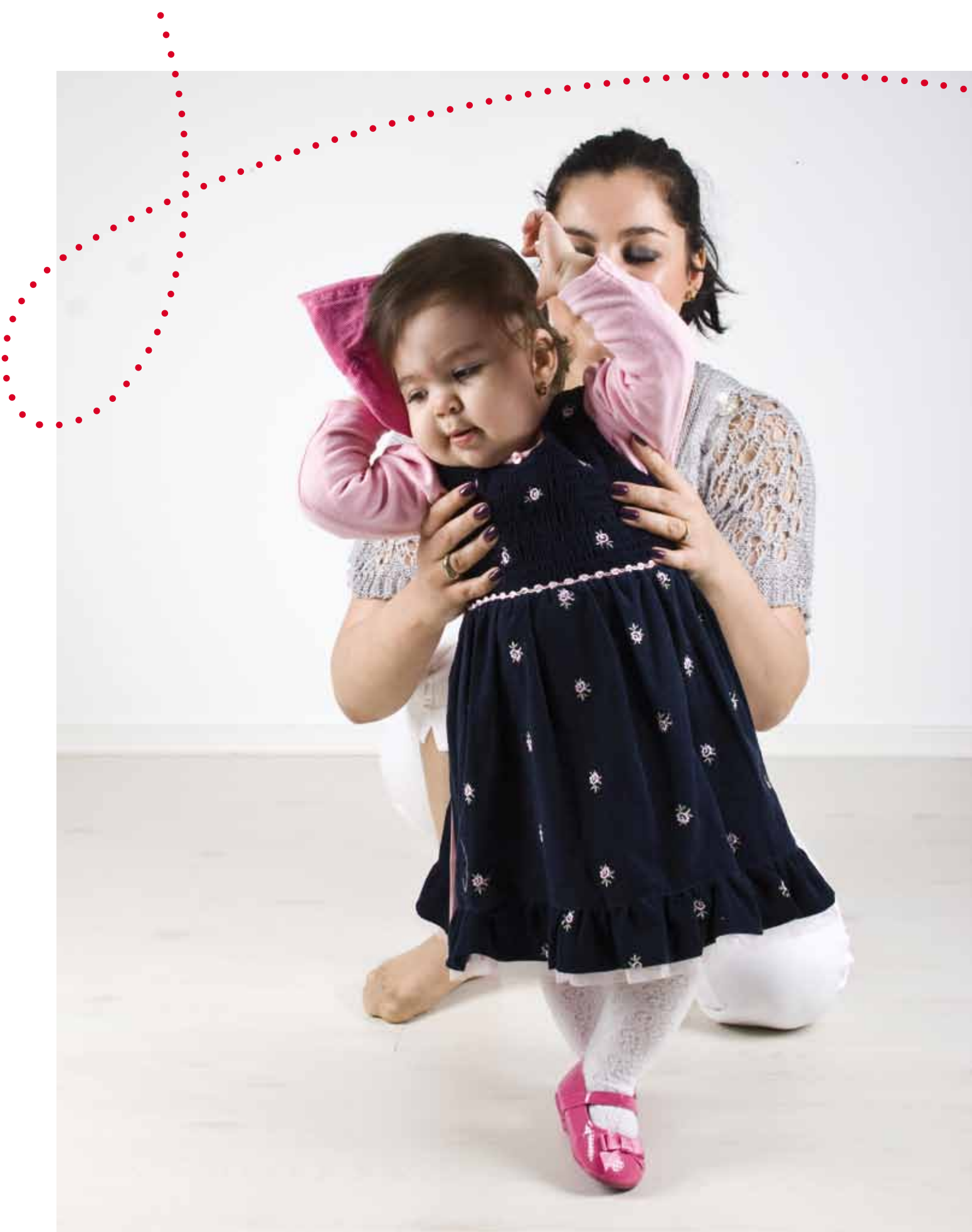
Choose short, simple rhymes with actions that help to explain what the words mean. For example, while saying the rhyme „Round and round the garden, like a teddy bear, one step two steps, tickle you under there“ trace a finger in circles around the child’s palm then walk your fingers up the child’s arm, finally tickle your child under the arm. Chant these rhymes rhythmically using a sing-song voice. Rhythmic cues help learning. Listening to similarly sounding words (like bear and there) help your child to become aware of small sound differences, which are vital if your child is to understand and use spoken language. Try to introduce a few rhythmic chants which can be repeated regularly (“I scream, you scream, we all scream for ice cream!” or “Fe fi fo fum! Watch out! Here I come!”). These chants should always be said in the same way so that your child can learn to recognize them. Try to say them and leave out a word so that your child can have the chance to fill in that word (like “ice cream” or “fum”).

Listening to Melodies (Tunes) without Lyrics

In order to help your child begin to recognize familiar tunes, sometimes hum, whistle, or play the tunes on a musical instrument. Encourage your child to listen very carefully and to try to recognize the tune. Children can demonstrate recognition by doing the actions, pointing to the correct picture, and/or singing the words. This is a difficult task so before your child loses confidence, gradually add in words and actions to help prompt recognition.

Enjoy the time you spend with your young child. Children grow up very fast and it won't be long before they're off to school! Every moment spent together in pre-school years is precious. Young children learn very fast during infancy and the effect you as a parent can have on this learning is tremendous. Remember you are a VIP to your child!







Music and young children with CIs

Musicality Rating Scale



Child's Name: _____

Date of Birth (dd/mmm/yy): _____

Date of Evaluation: _____

Date of First Fit (dd/mmm/yy): _____

Length of CI use (in months): _____

Name of Tester: _____

Child's Age at Evaluation: _____

Child's Hearing Age at Evaluation: _____

1.	Does your child enjoy listening to you sing familiar songs or lullabies?	Score
0	No	
1	Occasionally	
2	Usually	

2.	Does your child pay attention to you and try to contribute to the conversation by gesturing and vocalizing?	
0	No	
1	Occasionally	
2	Usually	

3.	Which of these sounds does your child recognize? Telephone, doorbell, mother's voice, father's voice, dog bark, car horn, clock, music	
0	None	
1	Two sounds	
2	Several sounds (Please write in your examples!)	

4.	Does your child enjoy purposefully making sounds and listening to them? For example: banging a spoon on the table.	Score
0	No	
2	Yes	

5.	Does your child try to imitate sounds he hears?	
0	No	
1	Occasionally, when prompted	
2	Often, spontaneously	

6.	Does your child look up when you make interesting sounds (like "growling" sounds when you share a zoo book) or anticipate you making certain sounds (like saying "yum yum" as you present food or "brmm brmm" as you push a toy car)?	
0	No	
1	Occasionally	
2	Often	

7.	Does your child realize when music starts?	
0	No	
1	Occasionally, when prompted to pay attention	
2	Usually, spontaneously	

8.	Does your child realize when music stops?	
0	No	
1	Occasionally, when prompted to pay attention	
2	Usually, spontaneously	

9.	Can your child follow tempo or loudness changes? For example: hopping faster for faster drum beats, stomping feet harder when a sound is loud/tiptoeing when a sound is soft.	Score
0	No	
1	Occasionally, when prompted to do so	
2	Usually, spontaneously	

10.	When your child hears music, does he/she respond by swaying or moving his/her body in some way?	
0	No	
1	Occasionally, when prompted to pay attention	
2	Usually, spontaneously	

11.	Does your child respond differently to various distinctive types of music? For example: dances to pop dance hits, sways to slow music.	
0	No	
1	Occasionally, when prompted to pay attention	
2	Usually, spontaneously	

12.	Does your child enjoy participating in rhythmic activities where sounds are made with body parts?	
0	No	
1	Tries to imitate actions and vocalize	
2	Usually joins in activity and can repeat a simple rhythm a few times. For example: 1,2,3/1,2,3/1,2,3...	

13.	Does your child enjoy, listen to, and pay attention to new sounds made by various noisemakers or percussion instruments?	
0	No	
1	Occasionally	
2	Usually	

14.	Does your child enjoy playing a noise maker as you listen to accompanying music?	Score
0	No	
1	Yes, but doesn't recognize start or end of music	
2	Yes, and recognizes start and end of music	

15.	Does your child respond to music in different ways by choosing a variety of noisemakers or instruments to play?	
0	No, always chooses same noisemaker	
1	Sometimes chooses a different noisemaker	
2	Yes, makes a variety of sounds by striking, scraping, shaking the instrument	

16.	Can your child recognize the sounds of various noisemakers?	
0	No	
1	Can discriminate between two noisemakers which sound very different from each other (drum vs. ringing bells)	
2	Recognizes three or more noise makers. (Please list them.)	

17.	Does your child join in action songs?	
0	With actions only	
1	With actions and vocalizations	
2	With vocalizations and some babbles or words	

18.	When you sing a familiar song without doing any actions, does your child show that he recognizes which song you are singing by doing some of the actions or pointing to a picture associated with the song?	
0	No	
1	Recognizes one song	
2	Recognizes more than one song	

19.	Does your child ask you to sing certain songs or rhymes?	Score
0	No	
1	Requests one favorite song	
2	Requests more than one song	

20.	Does your child know song actions?	
0	No – only imitates actions after singer has made them	
1	Knows most of the actions for one song	
2	Knows the actions and does them in sequence for more than one song	

21.	Does your child request certain songs in certain situations? For example: the duck song at bath time, clean up song for clean up time.	
0	No	
1	Occasionally requests one song in context	
2	Often requests songs related to activities	

22.	Do you and your child have any specific/special songs that you share?	
0	No	
1	One specific/special song	
2	More than one specific/special song	

23.	Does your child sing along with you using some recognizable words and phrases?	
0	No, child's vocalizations are unintelligible	
1	Yes, for one song	
2	Yes, for more than one song	

24.	Does your child join in verbally in familiar rhythmic chants with speech that is perhaps not clear but the stress and rhythm are distinct and recognizable? For example: "I scream, you scream, we all scream for..."	Score
0	No	
1	Yes, one rhythmic chant	
2	Yes, more than one rhythmic chant	

25.	Can your child recognize familiar songs when you just hum or whistle the tune and there are no lyrics?	
0	No	
1	Yes, one song	
2	Yes, more than one song	

Total score	___ /50
-------------	---------





MED-EL Worldwide Headquarters
Fürstenweg 77a, A-6020 Innsbruck, Austria
Tel: +43-512-28 88 89, 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 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
info@medel.co.jp

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

www.medel.com