## Role of infant-directed speech in language development of hearing impaired infants

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#### Abstract

Infant-directed speech (IDS) refers to the special speaking style used in interactions with infants. Previous studies with normalhearing (NH) infants showed that IDS helps infants to segment words from fluent speech, recognise words, and learn new wednesday. However. WHERE OF AND REAL PROPERTY. unanswered questions around the features. of infant-directed speech that impaired (HI) infants are receiving, and their role in the development of their early lexical processing skills. This project will investigate the features of IDS that are beneficial for early language acquisition in infants with normal and impaired hearing.

#### Infant-directed speech

 Special speech register that adults use when addressing young infants.

In comparison with adult-directed speech (ADS), IDS has\*:

- Longer vewels and pauses;
- Exaggerated vowel articulation;
- co. (Silvoweer rights);
- Higher pitch and greater pitch range:
- Increased repetition;
- High proportion of questions.
- -IDS is present in almost all world languages.

+iOS is proposed to serve 3 main functions';

- To attract and maintain infants' attention;
- To transmit emotional and affective content:
- To facilitate language acquisition<sup>3,1</sup>.

-NH and HI infants prefer IDS over ADS\*.

#### Role of IDS in language acquisition

Withen stimuli are presented in IOS, reonnal hearing infants are more successful in tasks of:

- Word segmentation?;
- Word recognition\*;
- "Word tearning".

#### IDS to Hearing Impaired infants

- IDS is affected by sensory or cognitive impairments in infants.
- IDS to hearing impaired infants is characterised by:
  - Viswell hypoarticulation\*\*\*;
  - or Intighten process?":
  - Fewer and less complex utterances:
- Different developmental trajectory from IDS to NH infants. Pitch - maternal pitch decreased for older infants with normal hearing and infants with Cl, but peaked at 6 months post-amplification for infants with housing side."
  - Ulterance repetition maternal use of ulterance repetition decreased with increasing age of normal hearing infants, but peaked at 3 months postemptification for infants with CI and at 6 months postemptification for infants with hearing sids.";
  - Mean length of utterance (NLU) Maternal MLU increased across ages for normal hearing infants, but there was no change in MLU across ages for infants with hearing axis and infants with CPT.
  - Use of new words makernal use of new words increased over time for normal bearing infants, slightly increased for infants with hearing aids and showed nochange over time for infants with Ciri.

#### Current Project

Aim: To identify and assess the features of IDS that are beneficial for early word learning, vocabulary development and lexical processing.

- Combination of longitudinal and cross-sectional experiments with NH- and HI-infants between 9 and 30 months of age.
- Research questions:
  - What type of input are HI infants receiving?
  - What feetures of IDS influence word learning and lexical processing?
  - What is the optimal type of IDS input to promote textoal processing and word learning in HI infants?

A. Carriera, A., & Brenne, T. (1988). Dec. Chart., 18, Cit. 123. S. Carriera, N. C., Territori, J. A. Brenne, S. C. (1988). S. Carriera, S. C. (1988). S. Carriera, C. C. (1988). S. Carri





# **Teaching Speech To Hearing Impaired Infants And Children Zero To Three Years**

**J Dewey** 

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Lesson Plans for the Infant and Toddler Sol Adler,1984 Teaching Speech to Hearing-Impaired Infants and Children

Dene Stovall,2014-05-14 By Dene Stovall Texas School for the Deaf Austin With Contributions by Karen Wright and Deborah

Cockrell CONTENTS Prerequisites to Speech Development Speech Development Teaching the Family Zero to Three Months

Four to Six Months Seven to Nine Months Ten to Twelve Months Thirteen to Fifteen Months Sixteen to Twenty Months

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Hearing-impaired Infants and Children Dene Stovall,1982 Language Disorders from Infancy Through Adolescence

Rhea Paul,2007-01-01 This text provides students with the information needed to properly assess childhood language

disorders and decide appropriate treatments The book covers language development from birth to adolescence

Audiology, Education, and the Hearing Impaired Child Fred H. Bess, Freeman McConnell, 1981 Infants and **Toddlers with Hearing Loss** Jackson Roush, Noel D. Matkin, 1994 **Collecting for the Curriculum** Amy J. Catalano, 2015-09-28 If you re a librarian charged with collecting curriculum materials and children's literature to support the Common Core State Standards then this book the only one that offers explicit advice on collection development in curriculum collections is for you While there are many publications on the Common Core for school librarians and K 12 educators no such literature exists for curriculum librarians at the post secondary level This book fills that gap standing alone as a guide to collection development for curriculum librarians independent of the Common Core State Standards CCSS The book provides instruction and guidance to curriculum librarians who acquire and manage collections so you can develop a collection based on best practices. The book begins with a primer on the CCSS and how curriculum librarians can support them Discussion of the Standards is then woven through chapters arranged by content area that share research based practices in curriculum development and instruction to guide you in curriculum selection Material types covered include games textbooks children's literature primary sources counseling and nonfiction Additional chapters cover the management of curriculum collections testing collections and instruction and reference as well as how to support and collect for special needs learners Current practices in collection development for curriculum materials librarians are also reviewed The book closes with a discussion of the future of curriculum materials The Oxford Handbook of Deaf Studies, Language, and Education, Volume 1, Second Edition Marc Marschark, Patricia Elizabeth Spencer, 2011-01-11 In this updated edition of the landmark original volume a range of international experts present a comprehensive overview of the field of deaf studies language and education Written for students practitioners and researchers The Oxford Handbook of Deaf Studies Language and Education Volume 1 is a uniquely ambitious work that has altered both the theoretical and applied landscapes The Education of d/Deaf and Hard of Hearing Children Peter V. Paul, 2020-02-12 A significant number of d Deaf and hard of hearing d Dhh children and adolescents experience challenges in acquiring a functional level of English language and

literacy skills in the United States and elsewhere To provide an understanding of this issue this book explores the theoretical underpinnings and synthesizes major research findings It also covers critical controversial areas such as the use of assistive hearing devices language and literacy assessments and inclusion Although the targeted population is children and adolescents who are d Dhh contributors found it necessary to apply our understanding of the development of English in other populations of struggling readers and writers such as children with language or literacy disabilities and those for whom English is not the home language Collectively this information should assist scholars in conducting further research and enable educators to develop general instructional guidelines and strategies to improve the language and literacy levels of d Dhh students It is clear that there is not a one size fits all concept but rather research and instruction should be differentiated to meet the needs of d Dhh students It is our hope that this book stimulates further theorizing and research and most importantly offers evidence and reason based practices for improving language and literacy abilities of d Dhh students Directory of Selected Early Childhood Programs ,1992

Decoding **Teaching Speech To Hearing Impaired Infants And Children Zero To Three Years**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Teaching Speech To Hearing Impaired Infants And Children Zero To Three Years**," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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