

From Notes to Music...



Helping Children to go from Babbling to Words

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PAM MARSHALLA'S "BECOMING VERBAL"

RESEARCH OF JEAN PIAGET

MUSIC.....GLORIOUS MUSIC

- EVERYONE LIKES MUSIC
- IN MUSIC
 - THE NOTES HAVE FOUND THEIR WAY TO THE STRUCTURE OF:
 - THE LINES
 - THE BARS
 - THE STAFF SYMBOL
 - THE TIMING



- What would happen WITHOUT THE FRAMEWORK OF THE SHEET MUSIC?



- CHILDREN START OUT MAKING LOTS OF NOTES



THE “MYSTERY”

- The new amazing instrument



- The Structure



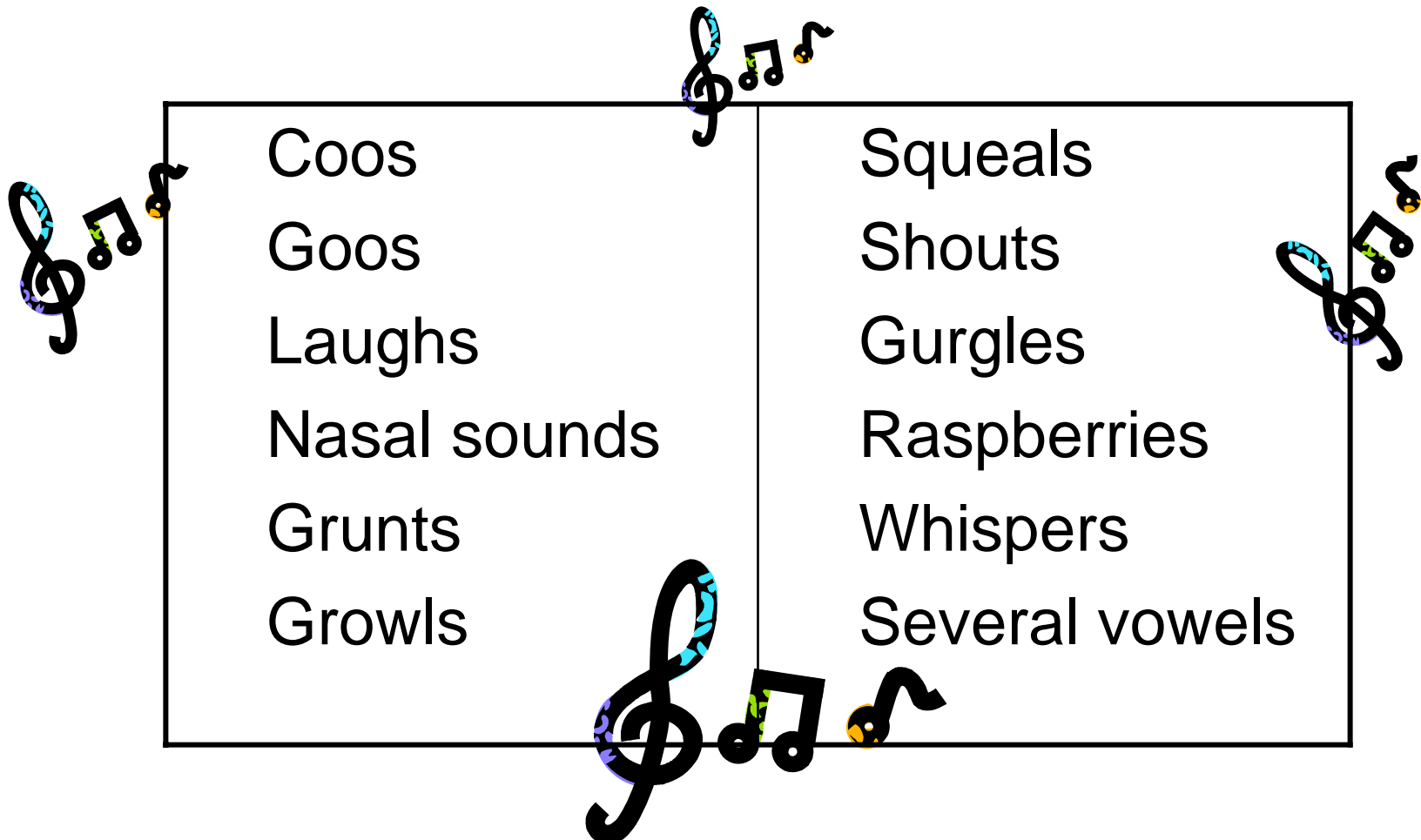
The Importance of Imitation

- Imitation is:
 - A critical component for learning to speak
 - Is the ability to follow an action or manner
- Mature Imitation is:
 - To copy
 - Duplicate
 - Mimic
 - Reproduce
 - speech movements and sounds



Pre-speech vocalizations

Spontaneous and self-generated sounds



BABBLING

pre-speech vocalizations

– spend a significant amount of time rehearsing

- variety of

- Pitch

- Intensity

- Intonation

- Resonance

- Tension,

- Length

- Loudness patterns



VOCAL PLAY

- Form of PLAY AND SELF-ENTERTAINMENT
 - recognize their own voice
 - experiment with these properties
 - make specific sounds
- Pre-speech vocal play is a child's self-expression
 - Foundation or structure of speech imitation
 - By experimenting with their own voice
 - They produce a wide variety of speech features
- When a child engages in purposeful & repetitious sound play, they begin the process of imitation

What Children Need To Do at This Stage?

Spend LOTS OF TIME:

- REHEARSING pre-speech vocalizations.
- DISCOVERING “HOW TO” MAKE sounds CONSISTENTLY
- LISTENING TO AND DEVELOPING good auditory discrimination of THEIR OWN VOICE
- “FEELING” sounds and developing the TACTILE AND PROPRIOCEPTIVE DISCRIMINATION SKILLS OF sound-making



Fun of Producing Sound

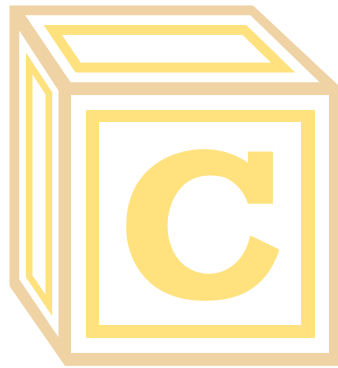
Facilitates better

- Attending to SOUNDS
- Discrimination between SOUNDS
- Consistent production of SOUNDS



At This Stage

- What is encouraged is the child's ability to **PRODUCE SOUND**, not the ability to **IMITATE US**.



- This stage helps a child begin to **REGULATE AND CONTROL** their own **SPEECH BEHAVIOR**.

What makes your child more vocal?

- Bath Time
- Bedtime and Wake Up
- Singing
- Tickling
- Boxes
- Tubes
- Blow Toys
- Kazoos
- Animals, Monsters, Cars
- Microphones



THE POWER OF CROWD NOISE

- Most nonverbal and minimally verbal children will not speak on demand.
- Why would a child who can make sounds or words not say them when asked?



Crowd Noise Power Centers

- VOCAL CONTAGION
 - Natural urge to speak in highly verbal environments
 - Vocalize contentedly during the crowd noise and stop immediately when we stop talking to listen to them



Crowd Noise Power Centers

- Play Grounds
- Gross Motor Play
- Story Time
- Singing
- Chanting
- Hand Play

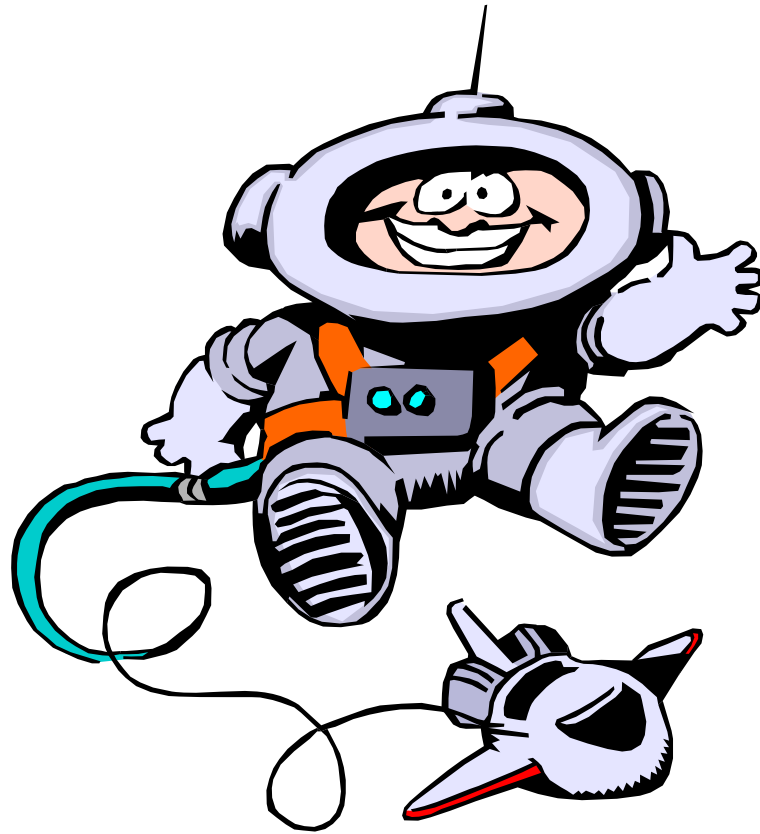


CREATING ONE VOICE FOR IMITATION DEVELOPMENT

- VOCAL SYNCHRONY
 - Two or more people do the same thing at the same time
 - When a child joins the sound of a crowd, they make sounds in synchrony with the ambient noises around them
 - Excellent practice of speech participation
- The adult matches the sounds that the child is making
 - Vocal synchrony will fail if the adult asks the child to imitate them



“oo-ee-oo-ah-ah”



Vocal Synchrony

- No Pressure to talk
- Work Face-to-face
- Try to sound exactly like them
 - Even BREATHE like them
- Imitate several times a day
- For short periods
- Once you synchronize regularly
 - Try to go longer
- Goal:
 - Get them playing with a sound and paying attention to what they are already doing



WHY LAUGHTER IS SO IMPORTANT

- ACCESS
- ENERGY
- STAMINA
- IMITATION



Other than crying...
Laughter is the first sound produce
by a baby with great energy

The whole point of using laughter

Is to teach turn taking



Mutual Imitation Is...

- Is all about Dialogue
 - Back-Forth Turn Taking
 - Initiation Turns
 - Response Turns
 - Ending Turns
- Requires
 - Awareness of others
 - Paying attention to others
 - Patience to wait ones turn



Even when a child can't say words or imitate the someone's sounds, they do take their turn in the dialogue when they are SILENT.



They are learning the framework (sheet music)

WITHOUT TURN TAKING

- No real imitation skills can develop
- A child must learn to say things in **SEQUENCE** with others
- In order to imitate another's utterance **PROMPTLY**
- In order to teach them **TO IMITATE** we must **FIRST TEACH** them how to **TAKE TURNS WITHING A DIALOGUE FRAME.**

RULES FOR DEVELOPING PRIMITIVE DIALOGUE

- Allow the CHILD to be the INITIATOR
- Be a RESPONDER
- GIVE THE TURN BACK to the child with SILENT PAUSE
- Allow the child to SAY ANYTHING for their turn

