

The RIVER SCHOOL

Parent-Infant Program

SUPPORTING THE GROWTH OF YOUR CHILD AND FAMILY

Audiology Corner

Keeping a Medical File

Have you started your own “medical file” for your little one? If not, start today. Clinics are busy places and although a report may not be offered to you, you are entitled to receive a copy. If it’s as simple as an audiogram or therapy note, at the end of the session kindly ask for a copy. If it is an evaluation, it may take more time. Request for it to be mailed to you. Although this may feel like ‘one more thing,’ it will save you a big hassle later on! If you ever need to transfer care or if you are reflecting back and analyzing progress, you have everything you need! No requesting records, signing consent forms, or faxing. You will be glad you took the time to create your own medical file!

✧ I Can Use That? ✧

Have you ever wondered why you spend so much money on toys when your little one seems to be more entertained by the tupperware in your kitchen drawers? Here are some ways you can use those everyday items to promote listening and language development in your child:

1) Laundry Basket

* Prepositions (IN/OUT/UNDER): using your baby, a toy, or laundry, put them IN the basket and take them for a short ride! Tell your child, “IN! You are IN the basket! Ready, set (pause) go!”

Take your child out and say, “OUT! OUT we go. You are OUT of the basket.” If you feel as though your child would like it, place the basket over them and say, “Look! You are UNDER the basket! Where is (name)? He/she is UNDER the basket!”

2) Towel / Wash Cloths

* Concepts (WET/DRY): After a meal or snack, your child is probably quite messy. When wiping their face, grab an extra wash cloth or napkin. Touch the wet wash cloth to their skin and say, “This is WET. Do you feel that? It is WET. Let’s wipe your face. Wipe, wipe, wipe.” Next, bring the dry wash cloth to their face and say, “This one is DRY. It’s a DRY washcloth.” Allow your child to explore both by holding and chewing on them!

3) Pots/Pans/Spoons

* Listening (LOUD/QUIET): Pick up a pot and spoon, stand behind your child, and tap the pot. Does your child turn or indicate that he/she heard the sound? Slowly move in front of your child and give him/her a turn to play with them. Label the sounds and if you’d like, grab another pot and spoon for yourself to demonstrate. You might also want to encourage your child to imitate different patterns (e.g., loud, loud, quiet).