

INFANT'S LANGUAGE AND COMMUNICATION STUDY GUIDE-- KEY

1. What is the progression of communication and language development?
 - A. CRYING**
 - B. COOING**
 - C. BABBLING**
 - D. SINGLE WORDS**
 - E. PUTTING A FEW WORDS TOGETHER**

2. Review the four types of cries discussed in the neonatal unit.
 - a. hungry--**A RISE AND FALL AND THEN A BREATH; IT IS DEMANDING BUT NOT DESPERATE.**
 - b. pain--**A LONG GASP INWARD AND THEN A SHRIEKING CRY.**
 - c. bored--**A LOW PITCHED AND RHYTHMICAL CRY.**
 - d. angry--**A GRUMBLING, FUSSY, HIGH-PITCHED CRY.**

3. Explain cooing:
VOWEL SOUNDS SUCH AS "OOO" OR "AHAAH"--THESE SOUNDS ARE THE EASIEST TO MAKE. INFANTS CAN BEGIN COOING ANYWHERE FROM A FEW WEEKS UNTIL THEY ARE AROUND SIX MONTHS OF AGE.

4. Explain babbling:
A VOWEL SOUND WITH A CONSONANT ADDED SUCH AS "AD." MOST INFANTS BABBLE "DA" BEFORE THEY BABBLE "MA." FATHERS LIKE TO THINK THE INFANT IS SAYING "DA," BUT UNFORTUNATELY, IT IS JUST AN EASIER SOUND TO MAKE THAN "MA." THE INFANT BABBLES BETWEEN THE SIXTH AND TWELFTH MONTH.

5. Explain single words:
THIS IS THE USE OF ONE WORD. CHILDREN'S LANGUAGE DEVELOPMENT CAN BE LIMITED TO THIS ONE WORD STAGE IF CAREGIVERS AND PARENTS ARE NOT CAREFUL. WHEN A CHILD SAYS ONE WORD, SUCH AS "DRINK," IT IS USUALLY OBVIOUS THAT THE CHILD WANTS A DRINK. IF PARENTS AND CAREGIVERS SIMPLY RESPOND ALL OF THE TIME TO ONE WORD DEMANDS, THE CHILD WILL NOT TRY TO COMMUNICATE MORE OR ON A HIGHER LEVEL. WHY SHOULD THEY? WHEN A CHILD USES ONE WORD, A CAREGIVER OR PARENT SHOULD EXPOUND ON IT. FOR EXAMPLE, THE CHILD SAYS "DRINK," THE CAREGIVER OR PARENT SHOULD THEN SAY, "WOULD YOU LIKE A DRINK OF WATER?" SINGLE WORDS CAN BE USED BY INFANTS AS YOUNG AS TEN MONTHS OF AGE BUT USUALLY NOT UNTIL THIRTEEN OR FOURTEEN MONTHS OF AGE.

6. Explain putting a few words together:
THIS BEGINS BY USING TWO WORDS, THEN THREE WORDS, AND SO ON UNTIL THE CHILD COMPLETES A SENTENCE. THIS WILL NOT HAPPEN UNTIL THE SECOND OR THIRD YEAR. WHEN THE CHILD SAYS A FEW WORDS, A CAREGIVER OR PARENT NEEDS TO RESPOND IN COMPLETE SENTENCES AS DISCUSSED.

7. Explain parentese/motherese:
THIS IS NOT BABY TALK. BABY TALK IS USING WORDS THAT ARE GRAMMATICALLY INCORRECT SUCH AS "BABA" FOR "BOTTLE." PARENTESE IS BENEFICIAL TO AN INFANT AND ENJOYABLE FOR THEM, TOO. IT IS HIGHER IN PITCH, IT IS MORE RHYTHMICAL, IT IS SLOWER, IT IS EXAGGERATED, AND IT IS MORE SIMPLE THAN YOUR NORMAL EVERYDAY SPEECH. USING THIS TYPE OF SPEECH WITH AN INFANT LETS HIM/HER KNOW YOU ARE TALKING AND COMMUNICATING WITH HIM/HER. IF I WERE TALKING TO ANOTHER ADULT AND THEN TURNED AND TALKED TO AN INFANT IN THE SAME TONE, SPEED, PITCH, AND RHYTHM, THE INFANT WOULD PROBABLY NOT RESPOND. HE/SHE DOES NOT KNOW I AM COMMUNICATING WITH HIM/HER. IT IS IMPORTANT TO KNOW THAT PARENTESE IS BENEFICIAL DURING THE FIRST YEAR OF A CHILD'S LIFE, BUT IT CAN BE DETRIMENTAL IF USED AFTER THE FIRST YEAR. IT TEACHES THE CHILD TO USE IT, AND IT DOES BECOME BABY TALK THEN. SHOW STUDENTS THE "BABY TALK, BETTER TALK" TRANSPARENCY.

8. Provide several guidelines for talking and communicating with an infant.
 - A. **USE PARENTESE ONLY IN THE FIRST YEAR.**
 - B. **RESPOND TO AN INFANT'S EVERY ATTEMPT TO COMMUNICATE.**
 - C. **TALK ABOUT THINGS THE BABY CAN SEE AT THE MOMENT, GIVING OBJECTS AND PEOPLE THEIR NAME.**
 - D. **USE THE CHILD'S NAME AS MUCH AS POSSIBLE INSTEAD OF "YOU" OR "YOUR."**
 - E. **USE GESTURES TO MATCH WORDS SUCH AS "GOOD-BYE."**
 - F. **BE NATURAL.**
 - G. **LOOK AT THE INFANT WHEN YOU TALK TO HIM/HER.**
 - H. **ALLOW THE INFANT TO COMMUNICATE BACK AND RESPOND TO HIS/HER ATTEMPT.**