



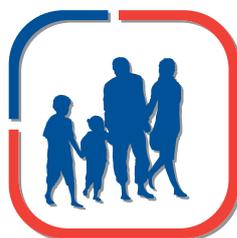
DeafHearie

Services for Deaf & Hard of Hearing People



Child Development: Year 2

A Factsheet for Parents of Deaf and Hard of Hearing Children



Parents Corner



Child Development: Year 2

This factsheet outlines some general developmental milestones for children in the second year of life, focussing particularly on language development. Parent behaviours that are effective at supporting child development are described. Also, some parent behaviours that are particularly effective in supporting the development of Deaf and Hard of Hearing children are highlighted. The 'Notes' sections aim to provide more explanation of suggested ideas and strategies.

It is important to remember that every child is different and all children do not develop in the same way or at the same pace. The developmental milestones and parent behaviours are provided as a general guide for parents, to assist parents in deciding and providing the most appropriate support for their child and family.

Child Development: 12-18 months

Developmental Milestones:	Parenting a Hearing Child	Parenting a Deaf or Hard of Hearing Child
<ul style="list-style-type: none"> • Baby can walk independently, crawl up stairs and slide down backwards. • Baby likes throwing toys and objects, and studies how they fall. Baby can happily play alone. • Baby can use a spoon to feed and drink from a cup. • Baby enjoys putting things into boxes and jars and taking them out again. • Baby knows its name and some body parts; baby can point to body parts when asked. • Baby may learn to say 'ta ta' (as in 'thank you'). • Baby imitates behaviour, such as feeding teddy. • Baby can use up to 20 words and understands much more. • Baby may practice using the learned words when playing or when alone. • Baby may begin to join up words into small phrases, such as 'all gone' or 'Daddy gone'. 	<ul style="list-style-type: none"> • Parents watch baby as baby can explore more and more of the environment. • Parents name events, interactions and emotions for baby. • Parents play simple and repetitive games with baby, such as 'round and round the garden', or throwing/ passing toys over and back. • Parents sit baby on lap and 'read' picture books. Baby points to picture and parents name people and objects in the picture...what they are doing, feeling...developing baby's vocabulary. This supports baby's language development and concentration skills. • Parents repeat what words and gestures baby uses to communicate, and build on them: Baby says 'all gone'. Mother says 'That's right baby, well done! Dinner is all gone!' while also holding her arms aloft in celebration! 	<ul style="list-style-type: none"> • Parents watch baby as baby can explore more and more of the environment. • Parents wait until baby looks to them, or taps on baby to signal 'Look at me', before naming the events, interactions and emotions for baby. • Parents can tap on an object/person a couple of times before and after communicating to baby. • Parents 'read' picture books with baby. Parents wait until baby looks to them before communicating about the pictures. Parents use exaggerated facial expressions to convey emotions to baby. • Parents repeat what words/signs/ gestures baby uses to communicate and build on them. Baby points to picture of a car and then looks to mother; mother smiles, points to the car and says/signs 'car'; mother adds 'Daddy is gone in the car'; and points out the window to where the car is usually parked.

Notes:

Naming continues to be important in supporting your child's development in the second year, especially for language development. 'Naming' refers to parents describing events and emotions in the child's environment. 'Here's Daddy, hurrah!'; 'aaah, baby fell, poor baby!'; 'yum yum, lovely cake'; 'aaah! Daddy gone! Baby is sad!' At this stage parents accompany these words with exaggerated facial expressions, such as smiling or sad faces, to reflect the emotions; and exaggerated actions and gestures, such as rubbing one's tummy whilst eating and saying 'yum yum'. This parent behaviour supports child development in many ways, including social, emotional, language and cognitive development.

Because babies are more mobile now and are often happy to play and explore on their own, it may be more difficult to make eye contact with baby. It is important that parents of Deaf or Hard of Hearing children concentrate on communicating when their baby is looking at them. This may mean waiting a bit longer until baby looks; moving to be closer to baby's eye level; or tapping on baby's arm to get attention: 'Look at me'. It is important not to try to communicate too many messages to baby by tapping on the body, as this may disrupt baby's concentration and enjoyment. Relax and wait until baby looks to you!



Child Development: Year 2

Child Development: 18-24 months

Developmental Milestones:

- Baby can run safely, and can bend down to pick up something that has fallen on the floor.
- Baby understands much of what is communicated to him/her, and tries hard to communicate back. Baby may be frustrated if attempts to communicate are not understood.
- Baby often repeats the last word communicated to him/her.
- Baby enjoys participating in nursery rhymes.
- Baby can engage in simple role-play and make believe.
- Baby often wants to help others, and will try to comfort another baby who is crying.
- Baby can use short phrases of 2-3 words/signs. Often asks for the names of people and objects.

Parenting a Hearing Child

- Parents watch baby as baby can explore more and more of the environment.
- Parents name events, interactions and emotions for baby.
- Parents play simple and repetitive games and nursery rhymes with baby, such as 'round and round the garden', or throwing/passing toys over and back.
- Parents allow baby to 'help' them, e.g. sweeping the floor, picking up toys, and name actions and praise baby for helping them.
- Parents respond to baby's regular requests for information, naming objects and people and providing more information, helping build baby's vocabulary: Baby points and asks 'Who is that?' 'That's the postman. He brings letters to our house'.

Parenting a Deaf or Hard of Hearing Child

- Parents watch baby as baby can explore more and more of the environment.
- Parents wait until baby looks to them, or taps on baby to signal 'Look at me', before naming the events, interactions and emotions for baby.
- Parents can tap on an object/person a couple of times before and after communicating to baby.
- Parents allow baby to 'help' them, e.g. sweeping the floor, picking up toys. When baby looks up, parents name actions and at the end praise baby for helping them.
- Parents respond to baby's regular requests, naming objects and people and providing more information, helping build baby's vocabulary: Baby points and asks 'Who is that?' 'That's the postman. He brings letters to our house'. Parents may use more than words/signs to help communicate the information, e.g. pointing, gestures or role play.

Notes:

Babies are now more active now and are often demanding more information and attention! Because it is more important for your Deaf or Hard of Hearing baby to be facing you when you are communicating together, it is important to try and structure situations so that this happens more easily. One of the best times to ensure this happens is to sit at a table for all mealtimes! This means it is easier for you and baby to make eye contact, communicate and share information and emotions.

Here are some Dos and Don'ts that may help make mealtimes enjoyable and provide baby with useful learning opportunities:

- Don't ask baby to sit at the table before you are ready to sit: baby can easily become impatient and it will be difficult for you to make eye contact and communicate as you prepare dinner.
- Do ask baby to help! Involve baby in setting the table and getting the chairs ready.
- Don't have the TV on in the dining room during mealtimes and keep background noise to a minimum if your child uses hearing aids or a cochlear implant.
- Do take the time to communicate and interact with baby during the meal. Mealtimes provide rich opportunities to communicate, share and learn, and so are particularly important for the development of Deaf and Hard of Hearing children.



Child Development: Year 2

Starting to Read Together

Looking at picture books is a good way to get babies and young children interested in books, and it can help develop communication and interaction and much more.

- Looking at and communicating about pictures together is a very effective and fun way to expand a baby's vocabulary: simply name what baby is looking at or pointing at.
- Looking at picture books can help babies to learn cooperative behaviour and to follow instructions: 'where's the car', and baby points to it.
- Looking at picture books can help baby learn about emotions: a boy falls in the picture and starts crying: 'the boy fell, his knee is sore, he is sad and crying'.
- Looking at picture books can help baby learn about cause and effect, and the perspective of others: a man is painting on a ladder, a boy walks under the ladder, paint spills on top of the boy and he is angry...baby can see events happening in the pictures and that people experience emotions connected to the events. This is important learning for all young children.



Parents can support the learning of their Deaf or Hard of Hearing child when looking at and reading books by using a combination of communication strategies that are suitable for their child, including pointing, gestures, modelling and role play.

Remember: Reading books should be fun - follow your child's lead most of the time!



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