

Early Intervention

早期防治

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General Principles

基本原则

Requirements for early speech and language development

早期语音和语言发展的必备条件

- Adequate hearing 有足够的听力
- Speech and language stimulation 有促进语音和语言的环境
- Opportunities for interaction 有相互交流的机会

Principles 原则

Early intervention improves
later development

早期防治增强后期的发育发展

Principles 原则

Babbling facilitates early
speech sounds

咿哑学语辅助早期语音的形成

Principles 原则

Intervention must occur in
natural communicative situations

早期防治必须在自然的交流沟通环境中进行

Principles 原则

Family members are the primary communication partners of young children

家庭成员是幼儿主要的交流对象

Principles 原则

Family members can be trained to facilitate early speech and language development

家庭成员可以接受培训来辅助早期语音和语言的发展

How infants learn language

婴儿是如何学语言的

- Infants learn sounds during interaction
婴儿在双向接触交流中学发音
- Activities that promote interaction involve face to face interaction
面对面的交流方式促进双方的沟通
- Speech sounds are learned in words not by **themselves**
语音无法单独形成，必须在讲字词中学会

How toddlers learn language
幼儿是如何学语言的

- Functional daily activities
在功能性的日常生活中
- Play
在游戏中
- Imitation
在模仿中

Where to begin?

从何开始？

Obtain information regarding
child's developmental status

了解目前孩子发育发
展的状况

Assessment Methods 检测方法

- Observe child 观察孩子
 - Making sounds 如何发音
 - Using words or sentences 如何使用字词或句子
- Parent report 家长的报告
 - MacArthur Communicative Development Inventory (Mandarin version in press)
普通话的 MacArthur 语言沟通发展阶段目录 (发表中)

Develop a word list

建立一个单词表

- From the parents report of word use, develop a list of words that begin with stop consonant sounds [p, p^h, t, t^h, k, k^h] (i.e. pinyin b, p, d, t, g, k) that are functional for daily routines.

根据父母的汇报, 可建立一个单词表。这些单词都是孩子在日常生活中经常使用的, 并且都包含字首的爆破音: 拼音的 b, p, d, t, g, k, 即国际音标的 [p, p^h, t, t^h, k, k^h]。

Sample Word List 例字表

- daddy 爸爸 (ba4ba)
- baby 宝宝 (bao3bao)
- bye-bye 拜拜 (bai2bai)
- grandma 婆婆 (po2po)
- bubble 泡泡 (pao4pao)
- younger brother 弟弟 (di4di)
- candy 糖 (tang2)
- bunny 兔子 (tu4zi)
- older brother 哥哥 (ge1ge)
- grandpa 外公 (wai4gong)
- open 开开 (kai1kai)

General Stimulation Procedures

促进语言的总体程序

- Use daily routines to teach language
利用日常生活中的常规来教语言
- Simplify language
简化成人用的语言
- Use books and play to encourage language
利用儿童读物和游戏来鼓励语言

Using daily routines

利用日常生活中的常规

- Repeat what you say 重复你说的话
- Offer opportunities to take a turn
提供孩子与你交流的机会
- Cue child to take a turn
提示孩子该轮到答复了
- Keep interaction going
一直保持这种双向交流的进行

Simplify language

简化成人用的语言

- Say less. Use simple language
少说话，用简化的语言
- Stress new words 重点提示新单词
- Pause between sentences
句与句之间要停顿
- Help child notice pictures and objects
帮助孩子注意到图片和物品

Daily routine: Mealtime

日常生活常规: 吃饭的时间

- Mother: "More milk?"
妈妈问: "要牛奶吗?"
- Child: (Gestures and says) "ma"
孩子: (做手势并说) "na"
- Mother: "Yes, more milk." (Gives more in cup)
妈妈回答: "对, 还要牛奶。" (给孩子装牛奶的杯子)

Books 一起看书

- Mother: "Here is a baby." (points)
妈妈说: "这是宝宝。" (指着书上的宝宝)
- Child: (wants to turn page)
孩子: (想要翻页)
- Mother: "Let's see what else."
妈妈说: "我们看看这页还有什么。"
- Mother: "Oh the baby is eating."
妈妈说: "看, 宝宝在吃饭饭。"

Books 一起看书

- Mother: "Eat baby" (Pretends to eat)
妈妈说: "宝宝, 吃饭饭。" (假装在吃东西)
- Child: (Pretends to eat) "Eat."
孩子: (假装在吃东西) "饭饭。"
- Mother: "Eat baby, eat."
妈妈说: "宝宝, 吃饭饭, 饭饭。"

Use books to encourage language 利用儿童读物来鼓励语言

- Choose the right books 选择合适的读物
 - Books with 1 or 2 pictures 每页有1或2个图片
 - Pop-up books 夹心书籍, 给孩子惊喜
 - Predictable books 可预知下一页内容的书籍
- Read the right way 以正确的方法阅读
 - Follow child's lead 跟随孩子的意愿
 - Name what child attends to
说出孩子正在注意着的物品名称
 - Encourage child to point to pictures
鼓励孩子去指图片

Poster Child 1 墙报上的第一个孩子: 宝宝

- 18 months 18个月
- Repaired lip 唇裂已修补
- No words 无单词
- Gesturing 做手势
- Frequent ear infections
经常耳朵会发炎
- Demonstrating frustration 表达沮丧心情

Daily routine: Mealtime 日常生活常规: 吃饭的时间

- Mother: (Put a small amount of food in bowl & cup)
妈妈: (把少量的食物放入碗和杯中)
- Child: (Gestures for more)
孩子: (做手势还要)
- Mother: "Do you want more milk?" (Wait).
妈妈问: "你还要牛奶吗?" (等着孩子的答复)

Parent Training 家长的培训

- Teach words that begin with early developing sounds
教那些由早期发展的语音组成的单词
- Focus is on placement of first sounds in words not nasality
重点应放在字首音的发音位置，而不是鼻化音

Techniques to Train Parents 培训家长的方法

- Focused Stimulation
焦点促进
- Emphasis of words with early developing sounds
着重于那些由早期发展的语音组成的单词

Focused Stimulation 焦点促进

- Purpose: Parent uses new words as many times as possible while interacting with their child in play or in daily routines. For example,
目的：家长在游戏或日常生活常规中尽量多用要教的新单词。比如，
 - "I have a cookie" "我有一块饼干。"
 - "Want a cookie?" "要饼干吗？"
 - "This cookie is big." "这块饼干好大。"
 - "Good cookie." "饼干好吃。"

Emphasis of new words

强调新单词

- Purpose: Stress new words by changing the pitch, loudness or stressing the first sound in the word. For example,

目的：通过改变音率，音量，或加重字首音的语气来强调新单词，比如，

- "Big ball." "大球。"
- "The bubble went pop." "泡泡破了。"

Conclusions 总结

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