

Train Your Child-Level-1

by Ananthi Credm

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Train your Child - Level 1

(For caregivers of children with hearing impairment)



Effective communication by one and all



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TRAIN YOUR CHILD- Level 1

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(For Caregivers of Children with Hearing Impairment)



All India Institute of Speech and Hearing
Manasagangothri, Mysore- 570 006

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Preface

Dear parents,

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Hearing is important for normal speech and language development in children. Children listen to the speech of others and also to the sounds in their environment. This listening experience helps in the development of speech and language as well. The process of speech and language development in typically developing children is so natural that the parents seldom realize that they and the surrounding environment have contributed to it. Children with hearing impairment find it very difficult to learn to speak on their own as they are deprived of the auditory input. These children need speech and language training for a long period of time. Parents' cooperation is very essential for this process.

A child with hearing impairment is like any other child in all aspects except that she/he does not hear properly. The child's requirements are similar to those of any other child. She/he requires your love and care; she/he needs to communicate with you for fulfilment of her/his needs, wants to mingle with peers and play. Hence your child also needs to be disciplined!

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The All India Institute of Speech and Hearing has taken up a number of programmes for the benefit of caregivers who cannot avail the services at the institute in Mysore. The Center for Rehabilitation and Education through Distance Mode (CREDM), established to extend its clinical services to the uncatered persons, is engaged in developing workbooks to guide the parents to teach speech and language skills in children with hearing impairment and to prepare them to go to regular schools.

There are several levels of this handbook. The introductory part covers information about speech, language and communication, the parts and functions of ear, the systems involved in speech production, the normal course of speech and language development and its' importance, ways and means to develop pre-academic skills in children

with hearing impairment, and instructions as to how to use the activities in each level.

In the present book titled, "Train Your Child - Level 1", listening and speaking activities are the focus. The book presents activities to develop awareness of sounds, attention and localization, learning to respond to one's name, understanding simple words and commands, and learning to speak in simple words. The activities provided are examples to set you to think of more examples/activities which might be more appropriate and interesting to your child/situation.

The age range is provided under each activity with the intention of giving you an idea about the activities which could be more appropriate for children in that age range. However, you may try those activities even with children who are younger or older and notice whether they are useful to your child. I am sure you will be able to give us good feedback and suggestions regarding the activities described. We will try to incorporate them in the next edition of this book.

You can access this book from www.aiishcredm.in. We hope these resources will help you to teach your child to develop speech and language. For any further queries or suggestions please contact email: aiish_dir@yahoo.com (Subject: Train Your Child- Level 1- A Workbook for Caregivers of Children with Hearing Impairment).

Yours and your child's well wisher,

V. Basavaraj
Dr. Vijayalakshmi Basavaraj
Director

Level 1 - Listening and Speaking

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Level 1 - Listening and Speaking

You can train your child to listen to various sounds and produce various sounds when you carry out your day-to-day activities. You can begin training your child with the following goals.

Goals

- Awareness of sounds
- Attention and localization
- Response to one's name
- Understanding simple words and commands
- Producing simple words

Let us see how we can meet these goals through different activities. The activities chosen for your child for each of the goals would not only depend on his/her age, but also on the listening, understanding and speaking ability of the child as mentioned in the introductory book. For the selected goal, you can modify the activities to suit the child's age and abilities.

Goal 1: Awareness of various sounds

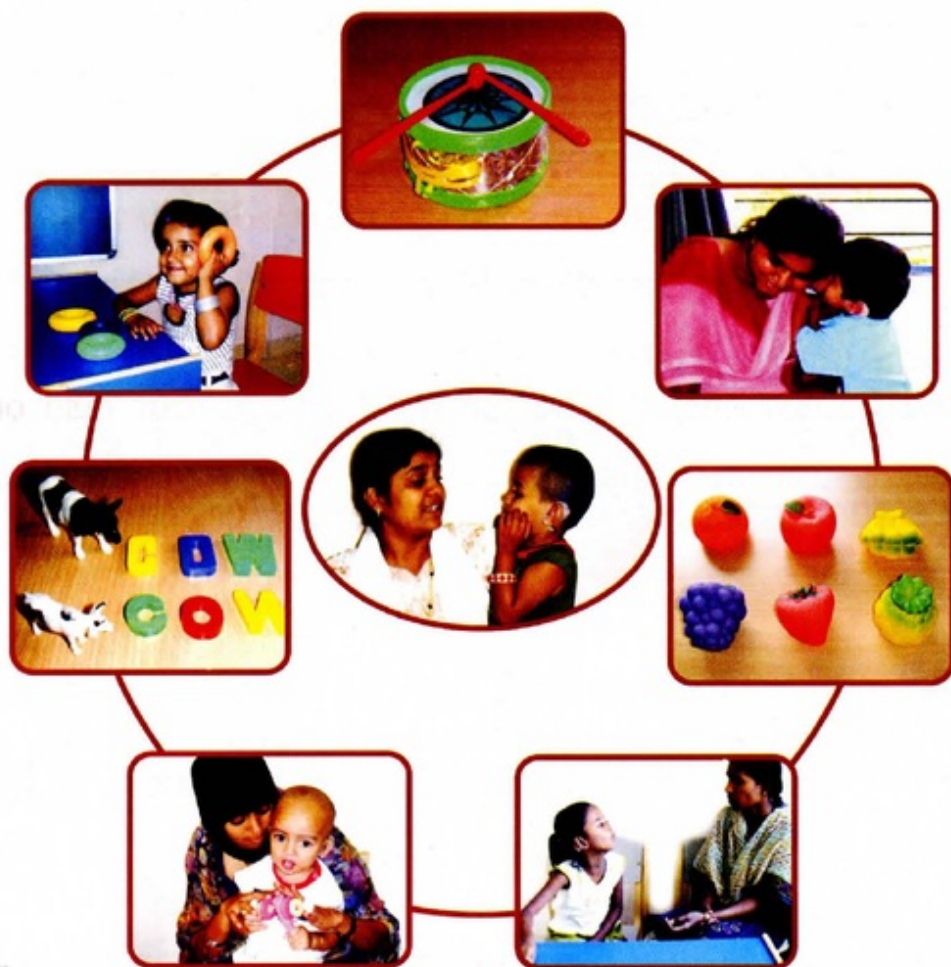
What is sound awareness?

It is the response of an individual to sound. At this level your

child should know whether sounds are present or absent. Your child may get startled to sudden noises such as the car horn, increase in T.V volume and so on, or might quieten down when you begin speaking to him/her, or might look towards the sound. You may even notice any other change in behavior in response to sound.



Where to start ?



Activity 1

Age range: Birth - 1 year

For small babies and children who have been just fitted with a hearing aid, start the training by getting your child's attention to the sounds produced near him/her. Take a rattle/squeaky toy or use materials available at home like glass, spoon, and vessels and make noise in front and behind your child so that he/she sees it, and understands that such toys/objects make noise.

In the same way introduce your child to other sounds in the environment. Look for responses of your child (smiling, eye/body movement etc.) to make sure that he/she is listening. Encourage such responses.

Talk to your child so that he/she learns to listen to your voice. You can gradually introduce various sounds in the environment (animals, vehicles etc.) through imitation.

You can carry out meaningful activities using common sounds at home and environment as given below.

Remember

When you are doing any activity, **expansion of language** should be worked upon. Expansion means speaking more about a concept that is being taught to your child.

For example, if you are teaching your child about 'cow', you can say,

'The cow is an animal. It eats grass.'

Expansion should always be done in simple sentences and in different situations. This will improve your child's understanding of the word/ concept taught. Encourage your child to use the new words learnt.

Activity 2

Environmental Sounds

Age Range: 2 months - 5 years

Note: The responses of the child to this activity will be different for different age groups.

Sounds at home

Step 1: Make your child listen to the sounds at home on several

occasions. (For example: door bell).

Note: Refer appendix 1 for list of sounds.

Step 2: Draw your child's attention to various sounds and then instruct your child to listen carefully. Point to your ear and ask your child, "Did you hear that?"



Step 3: Show your child the source (object) of sound.

For a child below 5 months of age, **eye blink, change in facial expressions, sudden jerky movements, searching response etc.** can be considered as a response to hearing the door bell or any other environmental sound that you teach.

Above 6 months of age, the response to the sound may be **eye blink, head turn, change in facial expressions, body movements or the child may search for the sound.**

For an older child of more than 2 years of age, you can ask to respond to the door bell sound by **opening the door** or any other appropriate response.

If your child responds when you do not ring the door bell,

instruct him/ her to pay attention to the sound and explain that you did not ring the bell.

Step 4: If your child does not respond on hearing the sound, present the sound again. Ask your child to listen carefully.

Step 5: Encourage your child when he/she responds correctly.

The awareness activities need to be worked upon all the time. The sounds targeted during the awareness activities should involve both soft and loud sounds. Teach your child to listen to all the sounds that occur naturally in the environment like vehicle horns, footsteps, door knock, animal sounds etc.

Note: Carry out the same activity using different types of sounds, such as the following.





Other than sounds in the environment, you should also train your child to listen to various speech sounds.

Note

While teaching speech sounds start with sounds which are easy for the child to learn like a, i, u, o, e. These sounds as such are not meaningful. Associate these sounds with some meaningful activities like /i/ for brushing teeth, /m/ for making child sleep etc. You can also use combination of sounds like bow bow, meow meow, moo moo/amba, ko ko, pi pi and associate each sound combination to an object, animal or vehicle sound and teach them meaningfully.

Activity 3

Speech sounds

Simple story/Rhymes

Age range: 6 months - 1½ years

Step 1: Sit beside your child. If your child is **below 1 year** place him/her on your lap. Narrate a small story or sing rhymes to your child with expressions and intonations¹. You can use a lot of actions/ body movements to make it interesting.

¹ intonation- sing-song pattern

Step 2: For example, you can tell a simple story like:

Once a crow was very thirsty. **ka ka ka** it flew. It saw a pot of water. But there was very little water in it. Then, the crow picked up the stones one by one and put it into the pot **tap tap tap**. Slowly the water in the pot started coming up. The crow could drink the water. It drank and flew away happily **ka ka ka**.



Step 3: While saying the story make sure you stress on the sounds marked in red. Use intonations and facial expressions and tell the story.

[A simple narration/ story can also be made by you as follows:

One day Raju was eating ice cream, "**mmmmm** a tasty ice cream". A dog came '**bow bow**'. Then Raju chased the dog "**Shu shu** go away". But the dog barked again '**bow bow**'. Raju got scared and dropped the ice cream "**oh oh** my ice cream", and Raju went away sad.]



By doing this activity you are teaching your child listen to different speech sounds.

Activity 4

Age range: 6 months - 3 years

Materials required: Animal/bird toys like cat (meow meow), cow (moo moo/amba), and dog (bow bow), hand puppets.



You can also use simple actions to show the animal/bird.

For example, show two horns of a cow with the fingers on the head, move your hands to show the crow flying.

Step 1: Make your child listen to the animal sounds while hiding the toy/object that you are using [build up curiosity and expectations in your child].

For example, hide the toy dog inside a small bag. Make the sound (bow bow) first, and then show the toy. Ask your child, 'What is the sound?' or 'Where is the sound coming from?'

Step 2: Showing the toy, make the sound again (bow bow).

Step 3: You can use expansion of language here as mentioned earlier. Tell your child, 'It's a dog. Dog says, **bow bow**., **bow bow**'. Stress on the sound 'bow bow'. Repeat key words/sounds again and again in different contexts.

Step 4: Now make the sound again. Make sure that your child is not looking at you. Check for any response in your child showing that he/she is listening.

The responses on hearing the sound may be **eye/body movements, searching for sound or child may make some sounds** in response to it.

For a child **above 2 years of age**, you can show how to move the dog whenever the **bow-bow** sound is made by you. Then you can give the toy dog to your child and let him/her move the toy dog whenever you say the sound.

Step 5: Likewise make other sounds and check if your child understands that the sound is present or not.

The table below gives few examples of the speech sounds that can be taught to your child. Always associate the sounds with an animal/vehicle/object. In this way you would be teaching the sounds meaningfully to your child.

Cow	moo moo/amba	Snake	ssssss
Ice cream	mmmmm	Air plane	aaaaaa
Car	pom pom	Toothbrush	iiiiiiiiii
Train	kuuuuuuu	Water	tap tap
Phone	trin trin	Watch	tik tik
Crow	ka ka	Hen	ko ko



For example, you can say "The cow says **moooo**" (say with intonation and facial expression). "The cow eats grass". Start with short phrases and then move on to simple sentences.

Note: To start with, use one sound at a time.

Initially start with medium level sounds. If loud sounds are used, your child may get used to only loud sounds and may not respond to the medium level sounds.

Once your child is responding to medium level sounds, move on to training with soft sounds.

Avoid exaggerated mouth or body movement. Use natural intonation and stress.

Goal 2: Attention and localization

What is sound localization?

It is the ability to **recognize the location/direction of sound source**. Once your child is able to understand if sounds are present in the environment or not, you can train him/her to locate the sounds.

Activity 1

Age range: 1½ years - 5 years

Materials required: musical toy/radio/pulses in a jar

Step 1: Switch on the radio/a musical toy. You can also put pulses in a jar and shake it. Make your child listen to the sound.



Step 2: Hide the switched on radio/a musical toy. If you are using a jar of pulses make sure your child is not seeing it.

Step 3: Ask your child to search for it by listening to where the sound is coming from.

Step 4: Initially help your child to find from where the sound is coming.



Step 5: Later encourage your child to search for the source of sound by himself/herself.

Activity 2

Age range: 1 year - 5 years

Where is the sound coming from?

Step 1: Demonstration: Mother can sit in the middle of the room, with eyes closed. Father can call the mother's name standing in front of her. Mother has to listen carefully and point towards the direction of name call.



Step 2: Now it is the child's turn. There could be four people standing - father in front of the child, sister at the right side and mother standing behind the child.

Step 3: Let the child close his/her eyes. Instruct him/her to listen carefully.

Step 4: Tell that you will be calling his/her name from Different directions. He/she has to listen and point to the direction of name call and name/point to the person who called.

For example, if mother calls the child and if the child points out to the mother, then the mother can tell, "**yes, mama called you**".

Step 5: Next, father can call the child's name.

If he/she points to the front (where father is standing) say, "That's correct, shall we try one more time?"

If he/she points in the wrong direction, ask your child to do the activity with open eyes. Call the name again from the front. Show the child from where the name was called.

Step 6: In the same way train your child to listen to the sound coming from different directions.

Step 7: Repeat till your child responds correctly. Reward your child for a correct response.

(Initially, the child may not understand his/her name. You will be working on response to name call in **Goal 3** in this level.)

Note : Carry out the activity using other sound sources (Example : squeaky toy, a bell).

Make the sound from different distances from your child, moving from near to far - 3ft, 5ft, 8ft.

Goal 3: Response to one's name

Introduction: Children respond to their name call only when they understand it. Keep using your child's name often and observe any kind of response.

Initially, you might only observe responses like smiling, eye movements etc. However, train your child to turn to you on hearing his/her name.

Activity 1

Age range: 1 year - 5 years

Step 1: Sit next to your child and call his/her name.

Step 2: Check if your child turns to you on hearing the name call. Younger children may smile on hearing their name. For older children you can ask to indicate whether he/she heard the name call by saying 'mm' / 'aa'.



Step 3: Ask your child "did you hear?" If your child did not hear the name call, remind him/her to pay attention the second time (Use modeling or demonstrate the activity with other people around you).

Step 4: Call your child again and see if he/she turns towards you. Repeat the steps till your child is able to respond consistently (Use play activities to hold your child's interest and attention).

Step 5: Reward your child for every correct response.

Note: Once your child is able to respond to the name consistently, train him/her to respond when called by other family members. This needs to be done so that your child is familiar with other voices.

Goal 4: Understanding simple words and commands

Select few common words used at home such as names of

- Immediate family members (for example mother, father),
- Action words (for example give, take, and come).

1) Understanding simple words (names of family members).

Activity 1

You can start with this simple matching activity to teach your child about family members.

Age Range: 1½ years - 4 years

Materials required: Photographs of father and mother and other sister/ brother (if any).

Step 1: Make your child sit comfortably next to you.

Step 2: Point to the photo of father as you tell 'papa' (or whatever your child may call his/her father).

Step 3: Now point to the photo again and then to the father, and



say 'papa'.

Step 4: Say 'papa' again. This ³ time let your child point to the father's photo.

Step 5: Likewise encourage your child to point to ³ other family members as you name them.

Step 6: Repeat ⁷ the activity with photos of other family members. Encourage your child for every correct response. Continue this activity till you get the correct responses.

⁴ For children less than $1\frac{1}{2}$ years of age, you can ⁶ directly point to the family member and tell the name to the child.

Activity 2

Age Range: $1\frac{1}{2}$ years - 5 years

Step 1: Let father, mother, brother and sister sit in a circle along with the child.

Step 2: Use a toy of your child's interest (For example, ball, toy train etc.), and demonstrate the activity by giving the toy to the person named.



Step 3:Instruct your child to give the toy to the family member named. For example, 'Give ball to **mama**'. (Stress on 'mama' as you are teaching this word.) The child should give the ball to the mother.

Step 4:If your child is unable to carry out the activity himself/herself, repeat the instruction and show the appropriate action to be carried out again.

Step 5:Repeat the activity till your child responds consistently.

Activity 3

Age Range: 3 years and above

Puppet game

Material required: Use puppets for teaching this. Dress the puppets to make them look like mother, father and your child. Prepare a house made of cardboard with separate rooms. Father, mother and child should be involved in the activity.



Step 1: Place the puppets in the house, as they are doing household work like father puppet in sitting room, mother puppet in kitchen and child puppet in bedroom.



Step 2: Demonstration: Mother calls the name of "child" and then makes the child puppet come to the kitchen.

Step 3: Now let your child do the same activity. Mother calls the name of "child" and child has to make the child puppet come to the kitchen.

Step 4: Similarly the father calls the name of the mother and child has to make the mother puppet reach the sitting room.

Note : This activity can be carried out in natural situation also.

2) Understanding simple commands.

Activity 1

Age Range: 1½ years-4 years

Introduction: Show to the child how to carry out simple

commands like 'give the ball', 'take the ball' etc.

Step 1: Let the father hold the child's hand, and look at the mother and ask "give me the ball".



Step 2: Mother gives the ball to the child.

Step 3: Mother says "give me the ball".

Step 4: Father makes the child give the ball to mother.

Step 5: Continue this activity till the child is able to understand and give the ball without father's help when asked.

Note: Carry out the same activity using other toys. This will help your child in learning new words.

Activity 2

Age Range: 2½ years - 4 years

Materials required: Doll

Step 1: Take a doll and make the doll move when any command is given.

Step 2: Demonstrate to your child that whenever you tell "come here", your child should make the doll move towards you.

Step 3: You say "come". Let your child make the doll move towards you.

Step 4: Repeat the activity till your child understands the command.

Note: You can also do this activity in natural situations where you are calling the child to you. You can use any other toys like car, other vehicles and you can add your own commands.

Goal 5: Producing simple sounds/ words

Activity 1

Age Range: 6 months - 3½ years

Materials required: Dolls/ toys .

You can also use easily available materials to make toys at home. **For example**, join empty match boxes to make a train.

Step 1: Sit by the side of your child and get some dolls/toys (animals, toy drum, toy train).

Step 2: Tell your child to listen.

Step 3: Make sounds as you play with the toys. For example, play with cat/dog and say meow/bow bow, hit the drum and say dum dum, make the train move and say ku...ku...

Step 4: Give the toy to your child after you say dum dum/ku.../meow/bow bow.

Step 5: Wait for him/her to play and to say the sound. If he/she does not say the sound (for example: dum dum) and just hits the drum, repeat the activity.

Step 6: If your child makes any sounds like da da/ba ba, encourage him.



Note : In a day you have to say these sounds to your child as many times as possible. But use different activities to teach, otherwise your child may not show interest.

Activity 2

Age Range: 2 years - 4 years

Materials required: Toy cat/ dog, a cup of milk.

Step 1: Keep the toy dog and a cup of milk in front of your child.

Step 2: Say bow-bow and make the dog move one step towards the cup of milk.

Step 3: Give the dog to your child and ask him/her to listen and move the dog on hearing "bow-bow". Always encourage your child to say 'bow-bow' as he/she moves the dog.

Step 4: If your child says 'bow-bow' and moves the dog on



hearing "bow-bow", reward him/her. If not, repeat step 1 and 2. Repeat till your child responds consistently.

Note : Keep talking to your child as you do the activity. Say encouraging words like "very good, you heard it correct. The dog said bow-bow. Let's try again, shall we?"

Step 5: Encourage your child for every correct response. You can use similar creative activities to teach other animal sounds.

For example, if you want to teach the sound made by a sheep you can make the sheep jump over the fence each time the child makes the sound. You can use match sticks/ ice cream sticks to make the fence.



Activity 3

(Teach words while playing)

Age Range: 1 year - 5 years

Step 1: While playing with a 'ball', ask your child to look at you when you begin to talk. Pointing to the ball, tell the word 'ball', slowly and clearly, so that your child understands how to tell the word.



Step 2: Now, pointing to the ball, ask your child 'What is this?' Wait for your child to attempt to say the word.

If your child does not say the word 'ball', you can repeat the word for him/her. Otherwise ask another person (like sister, brother, etc.) to tell what it is. Let your child look at them and attempt to tell the word. Give enough time to your child to respond.

Step 3: Whenever your child attempts to say "ba" or "ball", say the correct word like "Yes, this is a **ball**" to encourage your child's response. This should be told with changing intonation patterns to catch the attention of your child.

Step 4: If your child is still not able to say 'ball' show how to move the lips and tongue to say 'ball' but do not exaggerate the lip movements. Let your child look at you and attempt to tell the word.

Step 5: Repeat the above steps always when you are talking/ playing with your child.

Step 6: You can also use these words in simple sentences like "Give the **ball**", "Take the **ball**", "Throw the **ball**" etc. so that your child understands the word and learns to use the word in different situations.

Also while playing with your child you can keep telling what your child is doing.

For example, you can say 'You are playing with a big **ball**' or 'You are throwing the **ball** to mama'. Stress on the main word being taught.

For example, it is better to say "give me the **BALL**" (with stress on the word "ball") rather than saying "give me the ball" as it would not be interesting for the child to listen.

Likewise it is important to demonstrate these variations in the way words are produced to enable the child speak more naturally. It is important to start with short words which have simple sounds.

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Activity 4

Children love songs

Age Range: 3 years - 6 years

Step 1: Sing rhymes that have sounds that your child will be able to imitate (say/sing).

Step 2: Encourage your child to sing along with you.

Step 3: Your child will sing or say some sounds as he/she tries to sing with you. Any attempt to speak/sing should be encouraged.



Example: Your child may just say 'a' or say 'ba' when you are singing. Encourage your child and continue singing.

If the rhyme is long, sing only a part of it each time.

Examples of some rhymes:

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BAA, BAA, BLACK SHEEP

Baa, baa, black sheep,
Have you any wool?
Yes, sir, yes, sir,
Three bags full;
One for my master,
and one for my dame,
and one for the little boy
who lives down the lane.



Old MacDonald

1

Old MacDonald had a farm, Ee-a, Ee-a, Oh.
And on his farm he had a cow*, Ee-a, Ee-a, Oh.
With a (moo-moo)* here, and a (moo-moo) there,
Here a (moo), there a (moo); everywhere a (moo-moo)
Old MacDonald had a farm, Ee-a, Ee-a, Oh.

Old MacDonald had a farm, Ee-a, Ee-a, Oh.
And on his farm he had a hen, Ee-a, Ee-a, Oh.
With a (ko ko) here; and a (ko ko) there,
Here a (ko), there a (ko); everywhere a (ko ko),
Old MacDonald had a farm, Ee-a, Ee-a, Oh.

***Replace with other animals and its sounds.**



General Guidelines

♣ You can teach the sounds to your child in natural situations. For example, when you hear the sounds of a crow, dog, cat or cow while feeding or while taking your child out, you can imitate the sound.



♣ When your child is able to say some sounds (example ba, pa, ka etc.) encourage him to say these sounds more often.



♣ You can use things that are easily available at home to make the materials required for teaching.

♣ When talking in simple sentences always stress on the word you would like to teach to your child.

♣ Try to use the word that you teach to your child in different situations and as many times as possible.

♣ Make sure you use different activities that would be

meaningful and interesting for your child.

- ✿ Reward your child always for every attempt made to respond to an activity.

Always converse in simple sentences, not single words. Your child may not understand the entire sentence immediately, but it will help him to learn better.

LEVEL 1 ASSESSMENT SHEET

Sl.no.	Question	Response
1.	Does your child show response to sounds through smiling/eye movement/other responses?	Yes/no
2.	Does your child show any response to animal sounds like bow bow, meow meow?	Yes/no
3.	Does your child listen and respond to sounds coming from different directions?	Yes/no
4.	Does your child listen and respond to high frequency sounds like bell, cooker whistle and squeaky toys?	Yes/no

5.	Does your child listen and respond to loud sounds?	Yes/no
6.	Does your child listen and respond to soft sounds?	Yes/no
7.	Does your child listen and respond to sounds coming from various distances?	Yes/no
8.	Does your child listen and respond to at least 5 sounds at home (telephone ring, alarm etc.)?	Yes/no
9.	Does your child listen and respond to sounds of at least 5 animals/ birds?	Yes/no
10.	Does your child listen and respond to sounds of at least 5 vehicles?	Yes/no
11.	Does your child respond when you call his/her name?	Yes/no
12.	Does your child respond to his/her name when other family members call?	Yes/no
13.	Does your child attend to and localize sounds (turn to the direction of sound)?	Yes/no

14.	Does your child understand simple words like ball, toy etc.?	Yes/no
15.	Does your child understand names of family members?	Yes/no
16.	Does your child understand simple commands like give, take etc.?	Yes/no
17.	Does your child say sounds like a, i, u?	Yes/no
18.	Does your child say pa pa, ba ba, da da, ta ta?	Yes/no
19.	Does your child attempt to make sounds of animals/ birds/ vehicles?	Yes/no
20.	Does your child attempt variations in tone while producing sounds?	Yes/no

Check Progress

If the answer is '**YES**', then score '**1**' for each question. See how much score your child gets out of 20. Refer to the chart given below to know which level to proceed.

SCORE	PERCENTAGE	LEVEL
16-20	80 - 100%	Move to Level 2
< 16	< 80%	Repeat Level 1 goals that are not achieved by your child

Appendix - 1

List of sounds

Household sounds

Doorbell
Door knock
Telephone ring
Door opening/ closing
Moving of furniture
Dropping of vessels
Breaking of glass
Pressure cooker
Water filling in bucket
Washing clothes
Mixer- grinder
Radio/ television
Clapping

Surrounding sounds

Starting of vehicle
Raining
Vehicle horn
Cycle bell
Whistle
Rustling of leaves
Footsteps
Motor/generator
Ambulance siren
Bus/car
Train
Other vehicle sounds
Animal sounds

Musical instruments

Drum Bell
Tambura Violin
Flute



2 The All India Institute of Speech and Hearing (AIISH) is an autonomous institute established in 1965 by the Government of India. AIISH is affiliated to the University of Mysore and offers various academic programmes in the field of speech and hearing. It also provides clinical services to people with various types of communication disorders and offers public education programmes and extension services.

In seeking to help individuals with communication disorders, AIISH has overcome the geographical constraints and lack of manpower with the launch of video-conferencing and the establishment of Center for Rehabilitation and Education through Distance Mode (CREDM).

11 Former Union Minister for Health and Family Welfare, Dr. Anbumani Ramadoss, formally inaugurated CREDM through videoconferencing on January 5, 2009. The objectives of the center are as follows:

- (a) Development of correspondence therapy material for individuals with communication disorders.
- (b) Establishing tele-intervention for individuals with communication disorders.
- (c) Help line for senior citizens with communication disorders.
- (d) Establishing support system for users of assistive devices.
- (e) Educational guidance services for parents of children with hearing impairment.

15 CREDM works with the motto of 'Reaching the Unreached'.

This book is a part of a series titled '*Parent and Child*' with step-wise goals and activities. We hope that this book will be useful for you.

2 All India Institute of Speech and Hearing
Manasagangothri, Mysore 570 006
Phone: 0821- 2514449 (Ext. 215)/2515448/2515805/Fax:2510515
Website: www.aiishmysore.com, www.aiishcredm.in
CREDM Google group/e-mail id: www.credm@googlegroups.com,
speechdm@yahoo.com

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