

Seeing Language: How Vision Shapes Communication and Language

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Objectives

By the end of this presentation, participants will be able to:

1.Explain how early visual development supports brain organization, joint attention, and foundational language acquisition in the first three years of life.

2.Describe the relationship between visual access and both receptive and expressive language development.

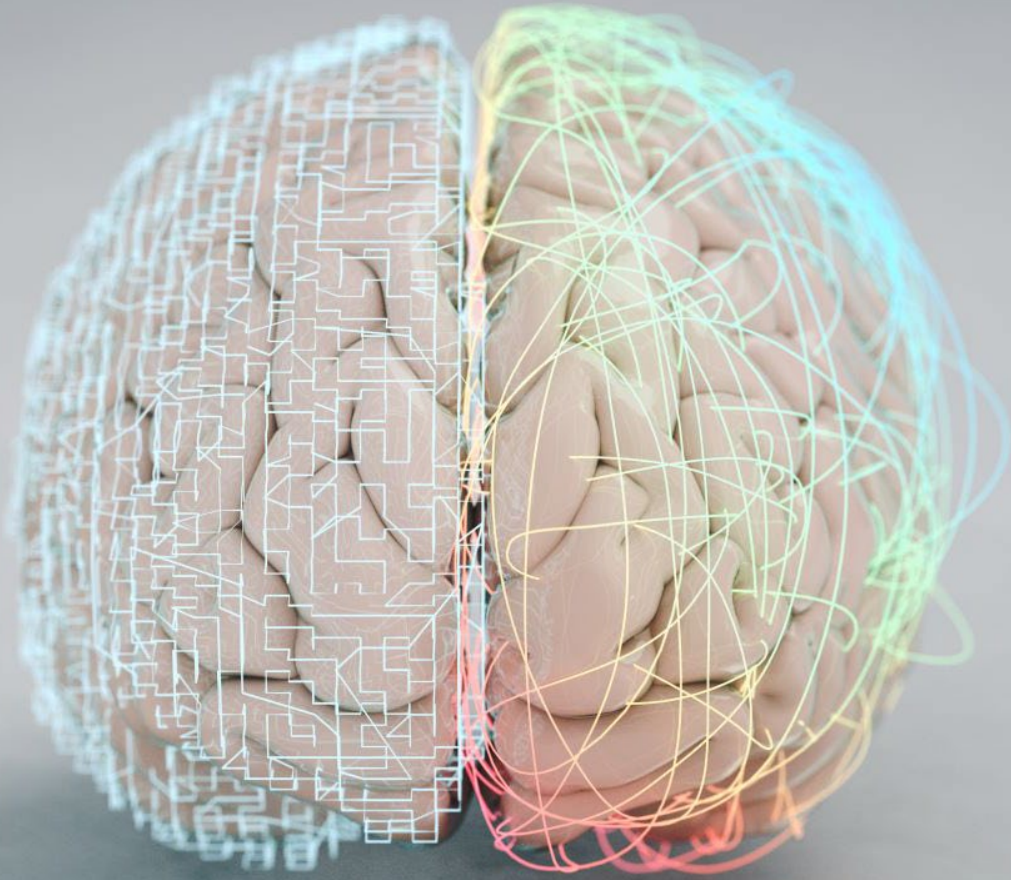
3.Identify red flags and risk factors indicating that a visual condition may be contributing to communication or language delays.

4.Apply evidence-informed, multisensory strategies to support language development in children with visual impairments within early intervention settings.

Overview of Early Development: The sensory-language connection



- The Central Premise
 - Brain Development in the First 3 Years
 - Sensory Systems as the Foundation of Meaning
 - Why Vision Is Central
-
- **Key Concept:**
 - **Language is built on access to experience.**
-
- **Experience is mediated by the senses.**
-
- **Vision often serves as the primary organizer of early meaning.**



Vision and Early Brain Development

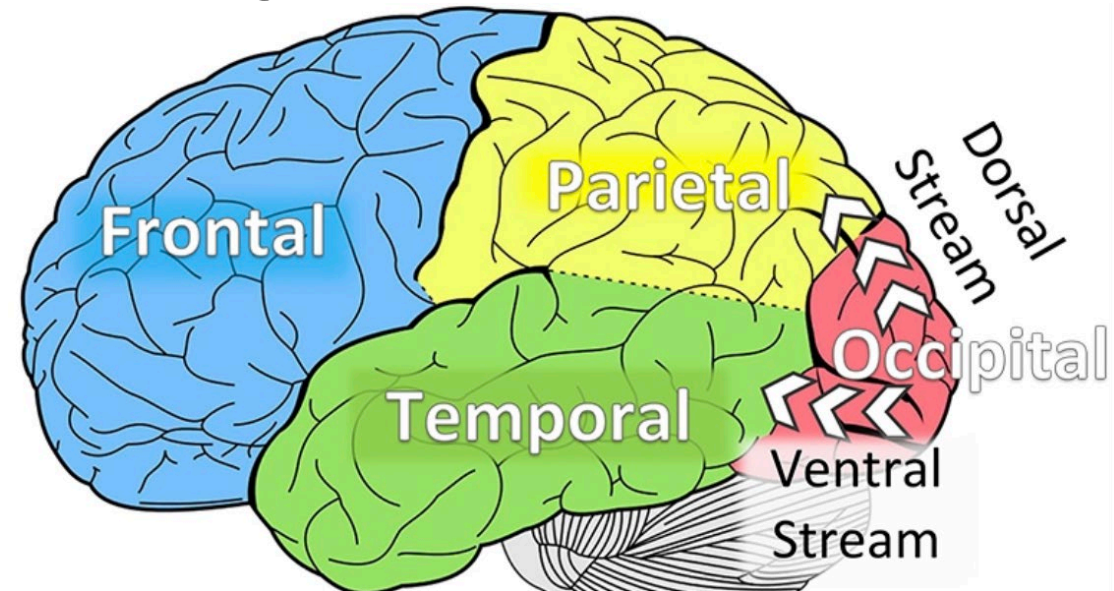
The Visual System and the Developing Brain

- **Vision Develops Rapidly in the First 3 Years**
- Experience shapes neural pathways
- Early input strengthens visual cortex connections
- **Two Critical Processing Streams**
 - Dorsal (Where) → Spatial awareness, movement
 - Ventral (What) → Object recognition, faces, meaning

- **Why it Matters for Language**

Vision supports:

- Attention
- Joint Attention
- Social Reciprocity
- Concept Development



How Vision Supports Cognitive, Social, and Communication Milestones

Cognitive Development

- Object permanence
- Cause-effect understanding
- Categorization and concept formation
- Spatial awareness

Social Development

- Eye contact and facial recognition
- Social referencing
- Imitation

Communication and Language

- Joint attention
- Gesture comprehension
- Word-object mapping
- Turn-taking cues

Role of Joint Attention, Facial Recognition, and Imitation in Language Learning

Joint attention

- Shared visual focus between child and caregiver
- Establishes word-objective association
- Predicts later vocabulary growth

Facial Recognition

- Interprets emotion and communicative intent
- Provides visual feedback during interaction
- Supports social reciprocity and engagement

Imitation

- Replicates gestures, expressions, and sounds
- Builds motor planning for speech
- Reinforces social learning loops



The Relationship Between Vision and Language: Receptive

Understanding Words, Gestures, Context

Vision's Role in Receptive Language

Words

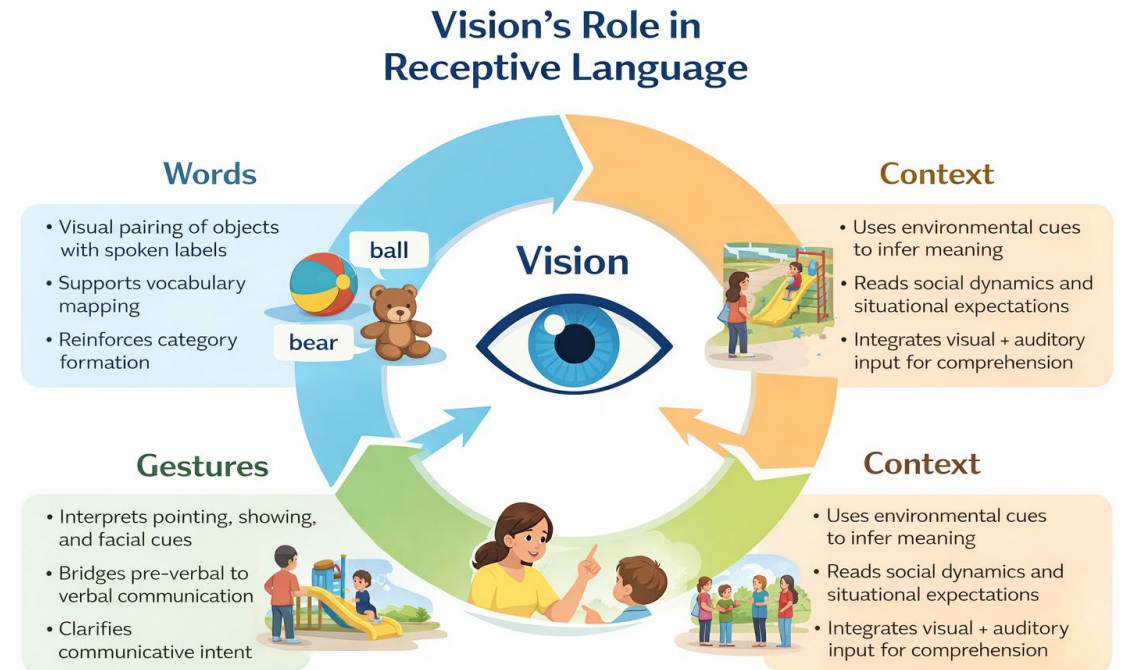
- Visual pairing of objects with spoken labels
- Supports vocabulary mapping
- Reinforces category formation

Gestures

- Interprets pointing, showing and facial cues
- Bridges pre-verbal to verbal communication
- Clarifies communicative intent

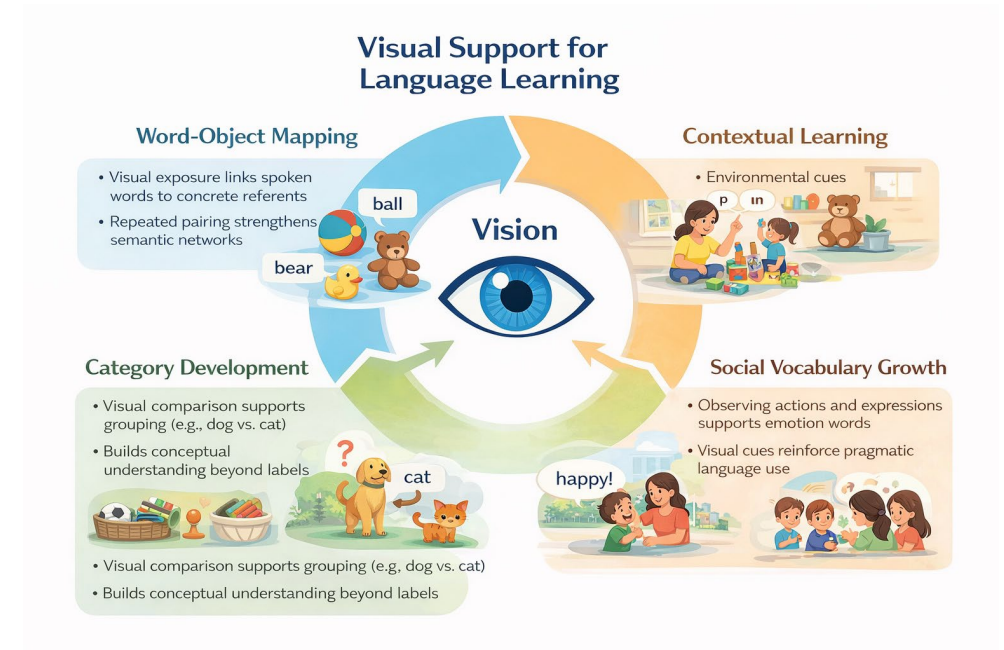
Context

- Uses environmental cues to infer meaning
- Reads social dynamics and situational expectations
- Integrates visual + auditory input for comprehension



Role of visual input in vocabulary building

- **Word-Object Mapping**
- Visual exposure links spoken words to concrete referents
- Repeated pairing strengthens semantic networks
- **Category Development**
- Visual comparison supports grouping (e.g., dog vs. cat)
- Builds conceptual understanding beyond labels
- **Contextual Learning**
- Environmental cues
- Supports understanding of verbs, descriptors and spatial terms
- **Social Vocabulary Growth**
- Observing actions and expressions supports emotion words
- Visual cues reinforce pragmatic language use





SPEECH & LANGUAGE MILESTONES BIRTH-5

WHAT IS SPEECH & LANGUAGE?

"Speech" can be thought of as verbal communication. It is the set of sounds that we make using our voice & our articulators that comprise syllables, words, & sentences. Speech alone carries no meaning; it is merely different sounds.

There are three main components of speech:

- Articulation (how we make each sound)
- Voice (using our "vocal cords")
- Fluency (intonation and rhythm)

"Language" encompasses how we use speech to formulate sentences in order to communicate. Language also consists of three parts: expressive (the words & sentences we produce), receptive (what we understand) & pragmatics (social communication or the rules of communication).



SPEECH & LANGUAGE MILESTONES BIRTH-1

SPEECH MILESTONES:

- Produces cooing/gooing sounds by 3 months
- Begins to babble around 6 months (example)
- Vocalizes p, b, m sounds
- Begins to imitate sounds (e.g., "ba ba")

LANGUAGE MILESTONES:

- Turns toward sounds
- Responds to "no"
- Cries differently for wants & needs
- Recognizes own name & family members names
- Uses gestures to communicate (e.g., reaching arms in response to "up" or waving to others)
- Begins to say "mama" or "dada" (first words usually around 12 months)
- Starts to respond to requests (e.g., "want more?" or "want up?")



SPEECH & LANGUAGE MILESTONES 1-2 YEARS

SPEECH MILESTONES:

- Around two years, child begins to use different combinations of vowels & consonants
- Speech is mostly understood by familiar people & caregivers
- Many words contain only a consonant & vowel (e.g., "do" for "dog")

LANGUAGE MILESTONES:

- Combines 2-word phrases (e.g., "more juice")
- Uses more than 50 words, understands more than 300 words
- Follows 1-step directions (e.g., "get the ball")
- Answers yes/no questions (e.g., "are you a boy?")
- Often uses gestures (e.g., pointing, reaching)



SPEECH & LANGUAGE MILESTONES 2-3 YEARS

SPEECH MILESTONES:

- Sounds: p, b, m, n, w, h, t, d, k, g, ng (-ing sound), y are typically mastered
- Speech should be 50-75% understood by an unfamiliar listener

LANGUAGE MILESTONES:

- Combines 3-word phrases (e.g., "I want juice")
- Starts to understand differences between opposites (e.g., big/little, go/stop, up/down)
- Begins to follow simple 2-step directions (e.g., "get your shoes and give them to Dad")
- Begins to name objects when requesting
- Answers simple "wh"-questions (e.g., "what is this?")



SPEECH & LANGUAGE MILESTONES 3-5 YEARS

SPEECH MILESTONES:

- By age 3-3 1/2:
 - 75% intelligible to unfamiliar listeners
 - Should produce: m, n, h, w, p, t, k, b, d, g, f, y (as in yes), tw- (as in twin), kw- (as in quick) & most vowel sounds
- By age 4-4 1/2:
 - 100% intelligible to unfamiliar listeners, may have pronunciation errors
 - Should produce: v, j (as in jump or giant), g (as in glow)
- By age 5-5 1/2:
 - 100% intelligible to unfamiliar listeners, may have pronunciation errors
 - Should produce: s, "sh," "th" (as in they) sp-, st-, sk-, sm-, sn-, sw-, bl-, pl-, kl- (as in clasp, fl-, tr-, kr- (as in crackle))
- Common sound errors that may continue to present at age 6, such as:
 - r, l, z, "th" (as in think), "ch" (as in check)

LANGUAGE MILESTONES:

- Follows 3-step directions (e.g., "put your toy on the table, get your coat, and come here!")
- Begins to use 4 or more words in a sentence (e.g., describing day at school)
- Answers more complicated "wh"-questions (e.g., "why is he at the doctor?")
- Uses more correct grammar when speaking (e.g., plurals, past tense, pronouns)
- Starts to recognize letters & numbers



RED FLAGS

BY AGE 1, CHILD CANNOT:

- Respond to his/her name
- Begin verbalizing first words
- No eye contact

BY AGE 2, CHILD CANNOT:

- Begin combining two-word phrases (2+ months)
- Child does not consistently add new words to expressive vocabulary
- Child does not follow simple instructions
- Child presents with limited play skills

BY AGES 3-5, CHILD CANNOT:

- Verbalize utterances without repeating parts of words or prolonging sounds (e.g., "m-m-m-my mother," "ssssssister")
- Seem to find the right words, describe an item or event without difficulty
- Begin combining four to five-word sentences
- Be understood by both familiar & unfamiliar listeners
- Repeat themselves to clarify without frustration
- Correctly produce vowels & majority of speech sounds (closer to 5 years old)
- Child does not ask or answer simple questions
- Child uses rote phrases & sentences
- Child prefers to play alone than with peers



WHO CAN HELP (WHAT IS A SPEECH-LANGUAGE PATHOLOGIST?)

Speech-Language Pathologists (SLPs) can help! SLPs are all master's-level educated individuals working to help children & adults improve communication. SLPs complete a variety of coursework & clinical placements prior to treating clients.

SLPs are licensed both by the state in which they practice & the American

Speech-Language-Hearing Association (ASHA) to work with individuals of varying needs & diagnoses in the areas of receptive, expressive, and pragmatic language, articulation and phonology, fluency, voice, feeding and swallowing.

SLPs typically work in clinics, schools, hospitals, or nursing homes.



HOW TO ENCOURAGE SPEECH & LANGUAGE

Communicative temptations: create situations where a child needs to gesture, vocalize, or verbalize to have his or her needs met before giving desired object (e.g., puzzle pieces)

Imitation: having a child imitate you helps him or her to produce words & sounds at appropriate times (e.g., saying "hi" to animal toys as you take them out of the box)

Expanding: using a child's language and expanding it to make it more complex (e.g., child says "ball," adult can say, "that is your ball!")

Build vocabulary: target and explain relevant new words (e.g., seasonal words) to help build vocabulary

Read aloud: emphasize & reinforce new words, ask questions about the story while reading, ask child to retell the story (if age appropriate)

Ask questions: posing questions about daily activities are a great way to encourage language skills, including naming & understanding functions.

Narrate everything: modeling your own speech and language can increase exposure to correct production & enhance a child's abilities

For more information on Speech & Language Development including videos, checklists, webinars and answers to your questions visit:

www.SpeechandLanguageInfoGraphic.com

Rosetti, L. (2006). The Rosetti Infant-Toddler Language Scale. LinguSystems, Inc. Typical speech & language development. Retrieved from <http://www.asha.org/public/speech/development/>

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The Relationship Between Vision and Language: Expressive

Naming, Describing, Storytelling

Vision's Role in Expressive Language

- **Naming**
- Labels people, objects, and action
- Describing
- Uses visual features (color, size, shape, location)
- **Storytelling**
- Organizes events in sequence
- Relies on visual memory and imagery
- Integrates emotion, perspective, and context

Vision's Role in Expressive Language

Naming
Labels people, objects, and actions

Dog!
Apple!

Describing
Uses visual features (color, size, shape, location)

Red Car Small Flower House by the lake

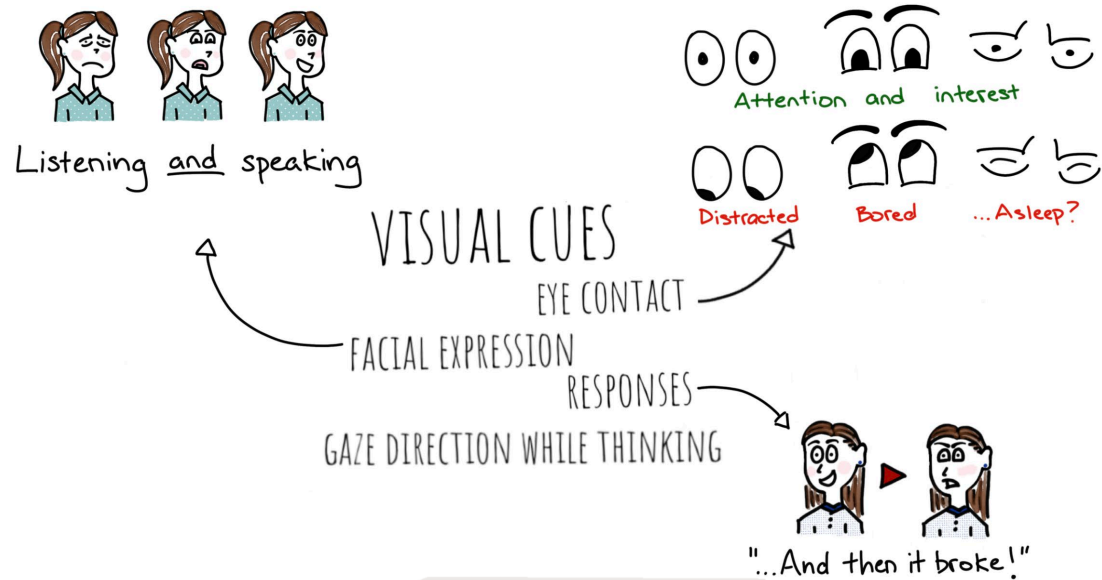
Storytelling
Organizes events in sequence
• Relies on visual memory and imagery
• Integrates emotion, perspective, and context

We had a fun day at the park!

Vision helps us name, describe, and tell stories by providing important visual information.

The infographic is a vertical flowchart with a blue header and footer. It is divided into three main sections: 'Naming' (orange), 'Describing' (green), and 'Storytelling' (purple). Each section includes a title, a brief description of its function, and illustrative images. The 'Naming' section shows a boy pointing at a dog and an apple. The 'Describing' section shows a red car, a small flower, and a house by a lake. The 'Storytelling' section shows a girl thinking about a day at the park, with a thought bubble showing a boy fishing and a photo of a boy sleeping.

Visual Feedback and Conversational Cues



How Vision Shapes Interaction

- **Visual Feedback**
 - Monitors listener attention and engagement
 - Adjusts volume, tone, and pacing
- **Non-verbal Cues**
 - Facial expressions signal understanding or confusion
 - Eye gaze regulates turn-taking
 - Body posture communicates interest
- **Conversational Regulation**
 - Supports timing of response
 - Guides topic maintenance
 - Facilitates repair of communication breakdowns

Infant (6-12 Months)

- Follows caregiver's gaze to an object
- Watches facial expression to interpret tone
- Reaches toward visually identified targets



Toddler (12-24 Months)

- Points to request or share interest
- Labels objects seen in the environment
- Uses visual cues to imitate actions



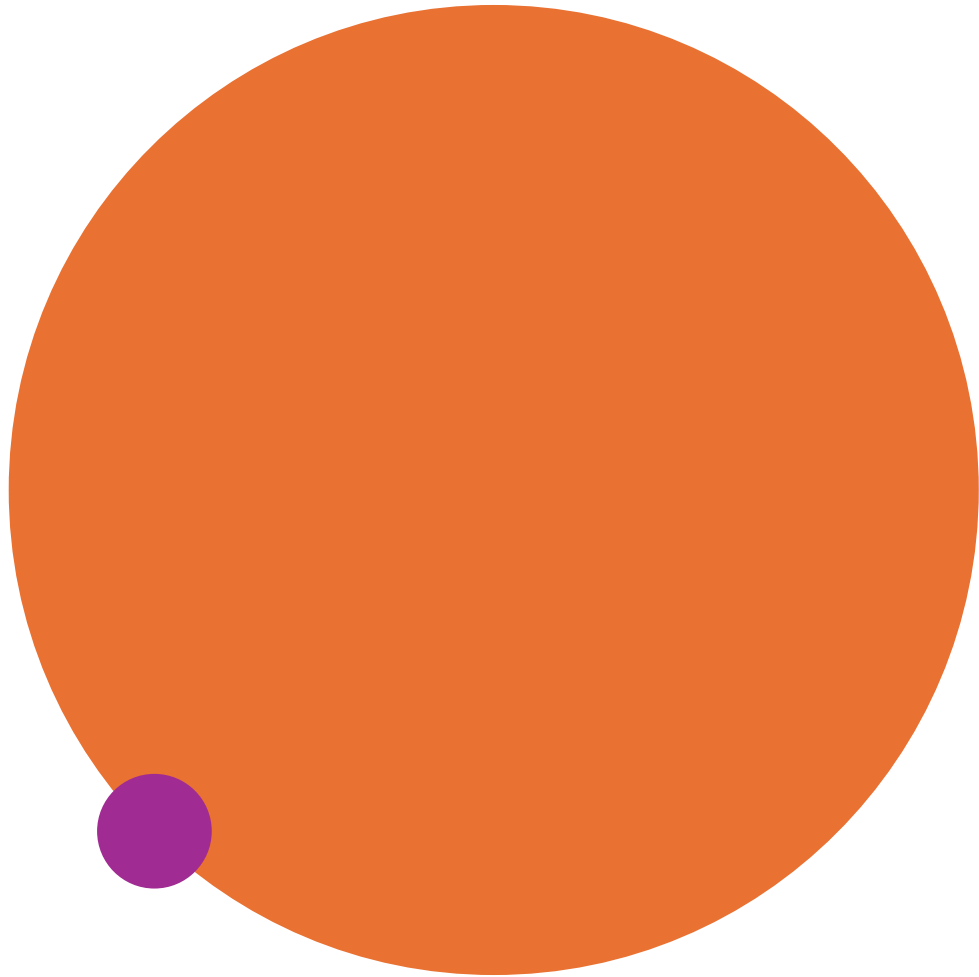
Preschooler (2-3 Years)

- Describes what they see
- Interprets emotions from facial expressions
- Uses visual context to understand stories



Examples of How Vision Shapes Early Communication

- **Infant (6-12 Months)**
 - Follows caregiver's gaze to an object
 - Watches facial expression to interpret tone
 - Reaches toward visually identified targets
- **Toddler (12-24 Months)**
 - Points to request or share interest
 - Labels objects seen in the environment
 - Uses visual cues to imitate actions
- **Preschooler (2-3 years)**
 - Describes what they see
 - Interprets emotions from facial expressions
 - Uses visual context to understand stories



Visual Impairments and Language Risk: Overview of common pediatric vision conditions



What is CVI?

A neurological visual impairment

- Caused by damage or dysfunction in visual processing areas of the brain
- Vision difficulty is not primarily ocular in origin



Common Characteristics

- Inconsistent visual responses
- Difficulty with visual complexity



- Inconsistent visual responses
- Difficulty with visual complexity
 - Preference for movement or specific colors
 - Delayed visual attention and recognition

Impact on Communication and Language

- Reduced access to facial expressions and gestures
- Delayed concept development



- Increased reliance on auditory and tactile input

Cortical Visual Impairment (CVI)

- **What is CVI?**
- A neurological visual impairment
- Caused by damage or dysfunction in visual processing areas of the brain
- Vision difficulty is not primarily ocular in origin

- **Common Characteristics**
- Inconsistent visual responses
- Difficulty with visual complexity
- Preference for movement or specific colors
- Delayed visual attention and recognition

- **Impact on Communication and Language**
- Reduced access to facial expressions and gestures
- Delayed concept development
- Increased reliance on auditory and tactile input

Definition



- Vision loss present at birth or occurring in early infancy
- May result from ocular, retinal, optic nerve, or genetic conditions
- Limited or no functional visual input from the start of development

Developmental Considerations



- Delayed visual milestones (eye contact, tracking, visual imitation)
- Reduced access to incidental learning
- Increased reliance on auditory and tactile exploration



Impact on Communication and Language



- Joint attention develops through nonvisual means
- Abstract and visually based language may require explicit teaching
- Social pragmatics may organize differently



Congenital Blindness

Definition

- Vision loss present at birth or occurring in early infancy
- May result from ocular, retinal, optic nerve, or genetic conditions
- Limited or now functional visual input from the start of development

Developmental Considerations

- Delayed visual milestones (eye contact, tracking, visual imitation)
- Reduced access to incidental learning
- Increased reliance on auditory and tactile exploration

Impact on Communication and Language

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- Abstract and visually based language may require explicit teaching
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Amblyopia, Strabismus, Low vision

Visual Conditions with Developmental Implications

Amblyopia ('Lazy Eye')

- Reduced visual acuity in one eye
- May affect depth perception and visual attention

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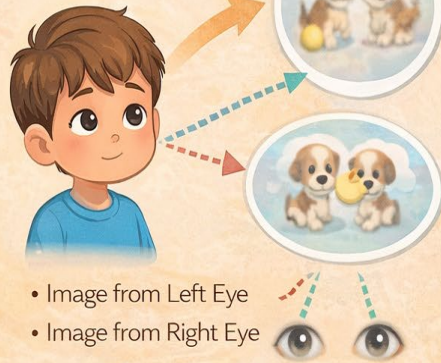
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Strabismus

- Misalignment of the eyes
- Can disrupt binocular vision and visual fusion

Strabismus

- Misalignment of the eyes
- Can disrupt binocular vision and visual fusion



- Image from Left Eye
- Image from Right Eye

Visual Conditions with Developmental Implications

- **Amblyopia ("Lazy Eye")**
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- May affect depth perception and visual attention
- **Strabismus**
- Misalignment of the eyes
- Can disrupt binocular vision and visual fusion
- May impact eye contact and visual tracking



Continuation

Low Vision

- Reduced visual functioning not fully correctable with lenses
- Variable acuity, contrast sensitivity, or field loss
- May limit access to visual details and environmental cues

Communication Considerations

- Reduced visual clarity can affect joint attention
- Missed facial cues or gestures
- Increased fatigue during visually demanding tasks

How Vision Supports Social Development



- Recognizing faces and familiar people
- Interpreting facial expressions and emotions
- Observing social behaviors and interactions



Role in Early Communication



- Establishes eye contact and engagement
- Supports shared attention and caregivers
- Helps children understand social cues and responses



When Visual Access is Limited



- Reduced access to facial expressions and gestures
- Challenges interpreting social cues
- May rely more on voice, touch, and environmental cues



Social Interaction

- **How Vision Supports Social Development**
- Recognizing faces and familiar people
- Interpreting facial expressions and emotions
- Observing social behaviors and interactions
- **Role in Early Communication**
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Language Development

Foundations of Early Language

- Begins through interaction
- ✓ Built through listening, observing, and responding
- ✓ Develops rapidly in the first three years of life

Vision's Contribution to Language Learning



- Supports joint attention and shared focus



- Helps connect words with objects, actions, and people



Developmental Progression



Receptive language: understanding words and gestures



Expressive language: using sounds, words, and sentences



Pragmatic language: using language socially

Foundations of Early Language

- Begins through interaction
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Vision's Contribution to Language Learning

- Supports joint attention and shared focus
- Helps connect words with objects, actions, and people
- Provides visual cues for meaning and context

Developmental Progression

- Receptive language: understanding words and gestures
- Expressive language: using sounds, words, and sentences
- Pragmatic language: using language socially

Play and Exploration

Why Play Matters for Development

- Primary way young children learn about the world
- Supports cognitive, social, and language development
- Encourages curiosity and problem-solving



Role of Vision in Play

- Guides reaching, grasping, and manipulation of objects
- Supports imitation of actions and social play
- Helps children observe cause and effect



Exploration and Learning

- Visual observation encourages discovery
- Interaction with objects builds concepts and vocabulary
- Shared play experiences support communication



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**Case Studies and
Real-World
Examples:** Three
short child profiles
showing



A child with CVI

Child Profile

- Age: 20 months
- Diagnosis: Cortical Visual Impairment
- Medical History: Premature birth with neurological complications
- Observed Behaviors
- Inconsistent visual attention to faces and objects
- Difficulty locating items in visually complex environments
- Preference for movement and brightly colored objects

Continuation

Communication and Language Impact

- Limited use of joint attention
- Reduced imitation of facial expressions and gestures
- Relies more on auditory cues and familiar routines

Intervention Strategies

- Reduce visual complexity in the environment
- Present objects with high contrast and movement
- Pair visual input with tactile and auditory cues



A child with delayed vision screening

Child Profile

- Age: 2 years
- History: No vision screening completed during infancy
- Referral: Early Intervention due to delayed speech
- Observed Behaviors
- Limited contact during interaction
- Difficulty identifying objects in books or pictures
- Reluctance to engage in visually guided play

Continuation

Communication and Language Impact

- Reduced vocabulary development
- Limited pointing or gesture use
- Difficulty linking words to objects in the environment

Intervention and Outcome

- Vision screening identified moderate refractive error
- Corrective lenses prescribed
- Increased visual engagement and vocabulary growth with early intervention

Language Challenges and Observed Outcomes

Common Language Challenges

- Reduced joint attention with caregivers
- Delayed vocabulary development
- Limited use of gestures or pointing
- Difficulty connecting words with objects or actions



Observed Outcomes with Support



- Increased engagement during interaction
- Growth in receptive and expressive vocabulary
- Improved shared attention and turn-taking



- Increased engagement during interaction
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- Greater participation in play and communication



Common Language Challenges

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Assessment & Red Flags

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Developmental Assessment

- Monitor visual responses and communication progress
- Survey developmental milestones
- Assess the child's environment and access



Red Flags

- Persistent visual inattention despite intervention
- Limited or absent verbal language
- Lack of social communication and responsiveness



Limited eye contact during interaction

- Difficulty maintaining visual attention
- Inconsistent response to visual stimuli



Communication Indicators

- Reduced use of gestures such as pointing or showing
- Difficulty following another person's gaze or pointing
- Delayed vocabulary development



Interaction Indicators

- Limited interest in picture books or visually guided play
- Difficulty recognizing faces or expressions
- Relies heavily on auditory or tactile cues
- Shared play experiences support communication



- Limited eye contact during interaction
- Difficulty maintaining visual attention
- Inconsistent response to visual stimuli

Communication Indicators

- Reduced use of gestures such as pointing or showing
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Interaction Indicators

- Limited interest in picture books or visually guided play
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Signs that Vision might be affecting Communication

Red Flags for Referral (Speech-Language or Vision)

Speech-Language or Vision Evaluation

Vision Referral Indicators

- Difficulty making or maintaining eye contact
- Inconsistent visual attention to people or objects
- Trouble locating or tracking objects
- Limited interest in visually guided play or books


Speech-Language Referral Indicators

- Limited babbling or vocalization by 12 months
- Few Words by 18-24 months
- Difficulty understanding simple directions
- Limited use of gestures (pointing, waving, showing)

When to Consider Both Referrals

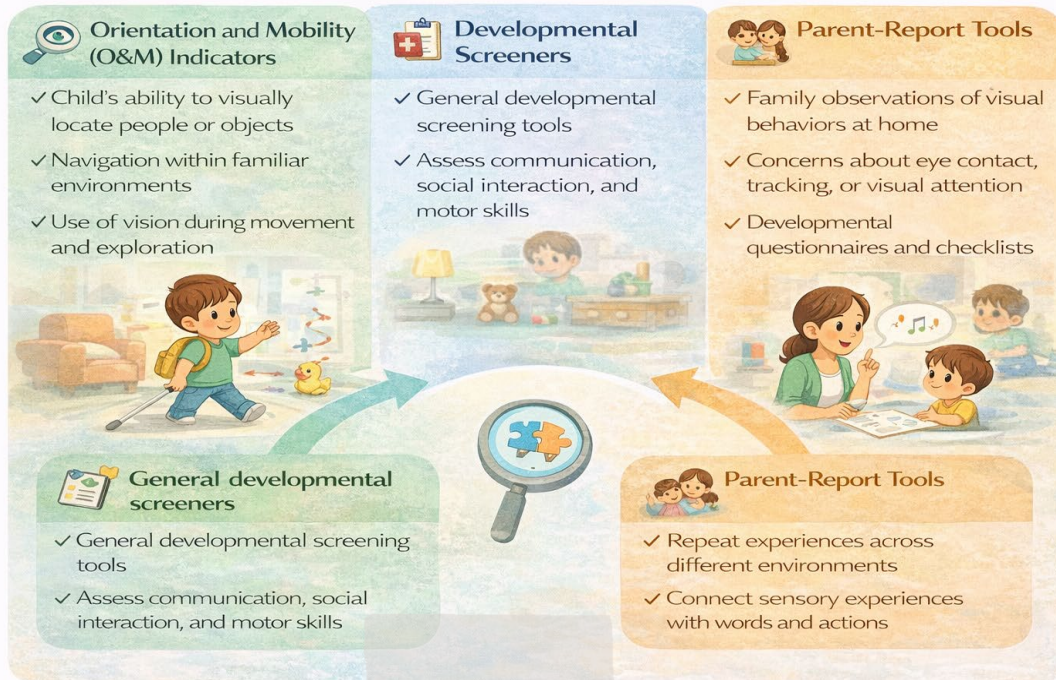
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Speech-Language or Vision Evaluation

 Vision Referral Indicators	 Speech-Language Referral Indicators	 When to Consider Both Referrals
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Tools and Checklists (e.g., O&M, Developmental Screeners, Parent-Report Tools)

Tools for Assessing Young Children with Potential Vision Impairments



Orientation and Mobility (O&M) Indicators

- Child's ability to visually locate people or objects
- Navigation within familiar environments
- Use of vision during movement and exploration

Developmental Screeners

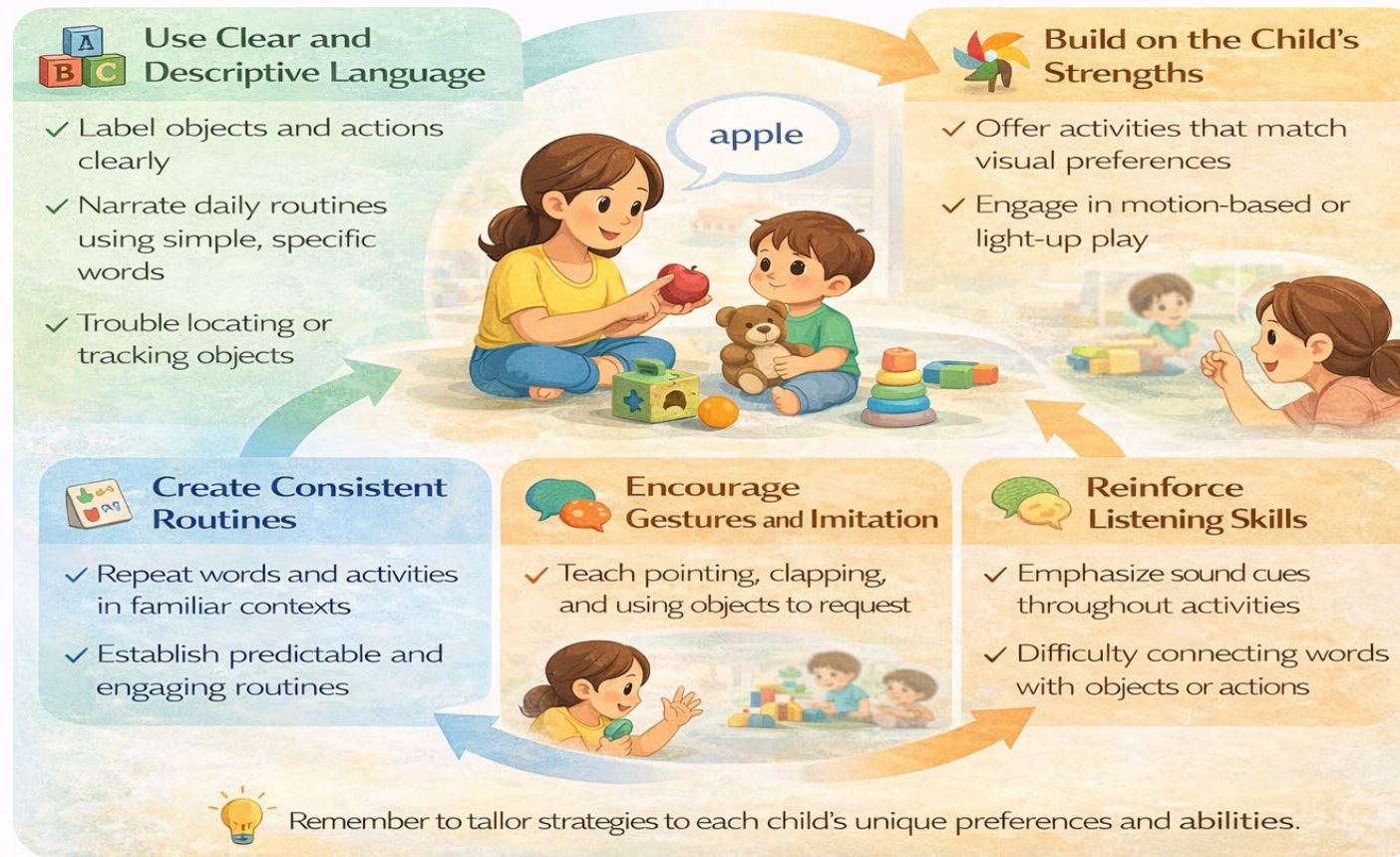
- General developmental screening tools
- Assess communication, social interaction, and motor skills
- Help identify potential vision-related developmental concerns

Parent-Report Tools

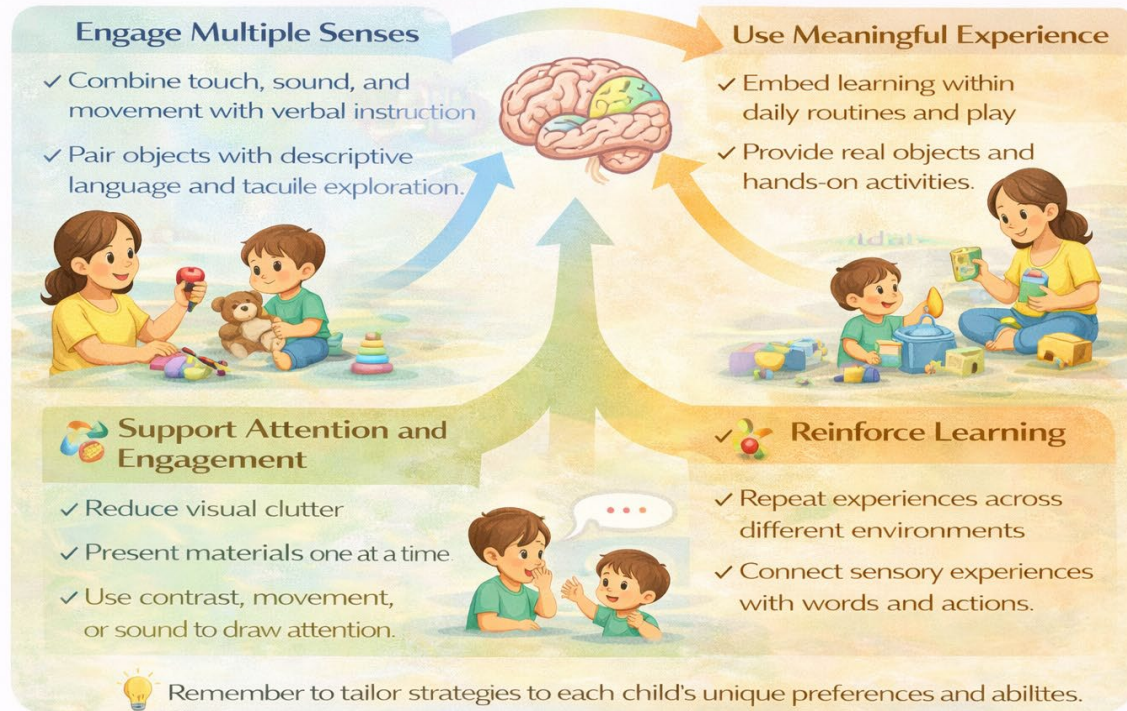
- Family observations of visual behaviors at home
- Concerns about eye contact, tracking, or visual attention
- Developmental questionnaires and checklists

Supporting Language Development in Children with Vision Impairment

Supporting Language Development in Children with Vision Impairment



Supporting Learning in Children with Cortical Visual Impairment



Strategies for: Enhancing Multisensory Learning

Engage Multiple Senses

- Combine touch, sound, and movement with verbal instruction
- Pair objects with descriptive language and tactile exploration

Use Meaningful Experience

- Embed learning with daily routines and play
- Provide real objects and hands-on activities

Support Attention and Engagement

- Reduce visual clutter
- Present materials one at a time
- Use contrast, movement, or sound to draw attention

Reinforce Learning

- Repeat experiences across different environments
- Connect sensory experiences with words and actions

Supporting Joint Attention Without Vision

Supporting Joint Attention Without Vision

Use Auditory Cues

- ✓ Call the child's name before speaking
Anna!
- ✓ Use varied tone and expressive voice
- ✓ Pair sounds with objects or actions
(Shake)

Incorporate Touch and Movement

- ✓ Gently guide the child's hands to objects
- ✓ Use hand-under-hand exploration
- ✓ Encourage shared tactile experiences

Create Shared Experiences

- ✓ Narrate activities during play and routines
"Now we're stacking blocks!"
- ✓ Use consistent verbal cues to direct attention
Look!
- ✓ Repeat familiar interactions

Focus on Engagement, Interaction, and Consistent Communication!

Use Auditory Cues

- Call the child's name before speaking
- Use varied tone and expressive voice
- Pair sounds with objects or actions

Incorporate Touch and Movement

- Gently guide the child's hands to objects
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Create Shared Experiences

- Narrate activities during play and routines
- Use consistent verbal cues to direct attention
- Repeat familiar interactions

Sensory Cues for Children's Learning

Claude content

Tactile Cues

Hands-On Exploration

Allow children to explore objects freely through touch

Hand-Under-Hand Guidance

Use gentle hand-under-hand technique to support and scaffold learning

Varied Materials

Provide objects with different textures, shapes, and sizes for rich sensory input

Auditory Cues

Clear Verbal Labels

Pair objects and actions with consistent, clear verbal labels

Sound Cues

Use sounds to draw attention to people, objects, or activities

Tone, Rhythm & Repetition

Emphasize expressive speech patterns to aid comprehension and engagement

Supporting Communication

 Combine touch, sound & language

 Narrate actions during routines

 Encourage exploration & participation

Using Tactile and Auditory Cues

Tactile Cues

- Allow children to explore objects through touch
- Use hand-under-hand guidance to support learning
- Provide materials with different textures, shapes and sizes

Auditory Cues

- Pair objects and actions with clear verbal labels
- Use sound cues to attract attention to people or activities
- Emphasize tone, rhythm, and repetition in speech

Supporting Communication

- Combine touch, sound and language during interaction
- Narrate actions during play and daily routines
- Encourage active participation and exploration

Collaboration with SLPs, TVIs, and Families

Speech-Language Pathologist

- ✓ Assess receptive and expressive language development
- ✓ Support communication strategies and social interaction
- ✓ Integrate language goals into daily routines and play

Teachers of Students with Visual Impairments

- ✓ Assess functional vision and visual access
- ✓ Adapt environments and materials for visual needs
- ✓ Provide strategies for sensory based learning

Families and Caregivers

- ✓ Provide insight into the child's daily experiences
- ✓ Reinforce communication strategies at home
- ✓ Support learning through routines and meaningful interactions

Working together as a team ensures the best outcomes for children with Cortical Visual Impairment.

Speech-Language Pathologist

- Assess receptive and expressive language development
- Support communication strategies and social interaction
- Integrate language goals into daily routines and play

Teachers of Students with Visual Impairments

- Assess functional vision and visual access
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- Provide insight into the child's daily experiences
- Reinforce communication strategies at home
- Support learning through routines and meaningful interactions

Birth to 3 Years Program

Purpose of Early Intervention

- Supports infants and toddlers with developmental delays or disabilities
- Focuses on children birth to 3 years of age
- Promotes development in natural environments

Key Areas of Support

- Communication and language development
- Vision and sensory development
- Cognitive and social-emotional growth
- Motor and adaptive skills

Interdisciplinary Services

- Early Intervention specialists
- Speech-Language Pathologists
- Teachers of Students with Visual Impairments
- Occupational and Physical Therapist



Introduction to Infant Vision Development

Check your knowledge

[Start-Lesson](#)

Family-Centered Practices & Early Intervention



Family-Centered Practice

- ★ Recognize **families** as the child's first teachers
- ♥ Respect family knowledge, culture, and **priorities**
- ✚ Build trusting, collaborative relationships



Supporting Families

- ✓ Share information about the child's development and needs
- ✓ Provide practical strategies for daily routines



- ✓ Share information about the child's development and needs

Supporting Families

- ✓ Provide practical strategies for daily routines
- ✓ Encourage active participation in intervention



- ✓ Provide practical strategies for daily routines

Empowering Caregivers

- ✓ Coach families to support communication and learning
- ✓ Reinforce strengths and successes
- ✓ Promote confidence in supporting their child's development



Partnering with families promotes the best outcomes for children.

Partnering with Families

Family-Centered Practice

- Recognize families as the child's first teachers
- Respect family knowledge, culture, and priorities
- Build trusting, collaborative relationships

Supporting Families

- Share information about the child's development and needs
- Provide practical strategies for daily routines
- Encourage active participation in intervention

Empowering Caregivers

- Coach families to support communication and learning
- Reinforce strengths and successes
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Coaching Strategies in Natural Environments

Learning Within Daily Routines



- ★ Embed strategies into mealtime, play, and caregiving routines
- ♥ Use familiar activities to support communication and development
- ✚ Modeling and guided practice relationships

Supporting Families

- ✓ Share information about the child's development and needs
- ✓ Use familiar activities to support communication and development



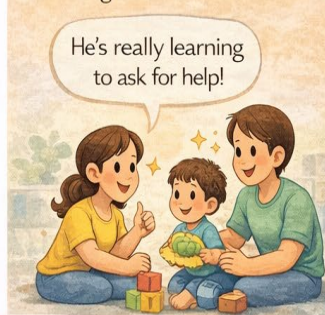
Reflective Coaching

- ✓ Encourage caregivers to observe and reflect on the child's responses
- ✓ Discuss what strategies worked and how to adapt them



Empowering Caregivers

- ✓ Reinforce strengths and progress
- ✓ Provide practical, achievable, strategies for home use



Incorporating teaching into everyday routines fosters confidence and growth.

Learning Within Daily Routines

- Embed strategies into mealtime, play, and caregiving routines
- Use familiar activities to support communication and development

Modeling and Guided Practice

- Demonstrate strategies during real-life interactions
- Provide opportunities for caregivers to practice with support

Reflective Coaching

- Encourage caregivers to observe and reflect on the child's responses
- Discuss what strategies worked and how to adapt them


Building Caregiver Confidence

- Reinforce strengths and progress
- Provide practical, achievable, strategies for home use

Providing Culturally Responsive Support for Families

Respect Cultural Perspectives

- ✓ Recognize diverse beliefs about child development and disability
- ✓ Respect family values, traditions, and caregiving practices



Language Accessibility

- ✓ Communicate in the family's preferred language when possible
- ✓ Use interpreters or translated materials when needed




Culturally Responsive Practice

- ✓ Adapt strategies to align with family routines and cultural contexts
- ✓ Avoid assumptions about communication styles or expectations



Language Accessibility

- ✓ Encourage caregivers to observe and reflect on the child's responses
- ✓ Discuss what strategies worked and how to adapt them



Family Engagement

- ✓ Encourage families to share their experiences and priorities
- ✓ Build trust through respectful and inclusive collaboration

He's really learning to ask for help!



Honoring and respecting cultural differences strengthens family partnerships.

Respect Cultural Perspectives

- Recognize diverse beliefs about child development and disability
- Respect family values, traditions, and caregiving practices

Language Accessibility

- Communicate in the family's preferred language when possible
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Cultural and Linguistic Considerations

Sound Scouts - the Auditory Assessment Solution

Designed to identify hearing loss & listening difficulties in noise



Sound Scouts™
Hear for your future.



Sound Scouts – download app and start testing

Includes: two evidenced-based triage tools to identify hearing related barriers to learning before they manifest as behavioural or academic 'failures', with an estimated 1 in 10 children affected

Triple Factor Hearing Screener (4+yrs; test time 7mins)

- Identifies hearing loss and indicates type: including conductive, sensorineural and listening difficulties in noise
- Scalable, fun, instant results with active internet

Automatic Audiometer (3+yrs; test time 4.5 mins)

- Gamified pure tone test with audiogram output
- Identify level of loss across frequencies
- Adjustable screening settings



APD Suite - Clinical toolkit to diagnose underlying cause of listening difficulties in noise. LiSN-S, DDdT, DigiSpan and more!



*Easy set-up and administration for use in schools, at home and in clinic.
Clinician not required for screening.*



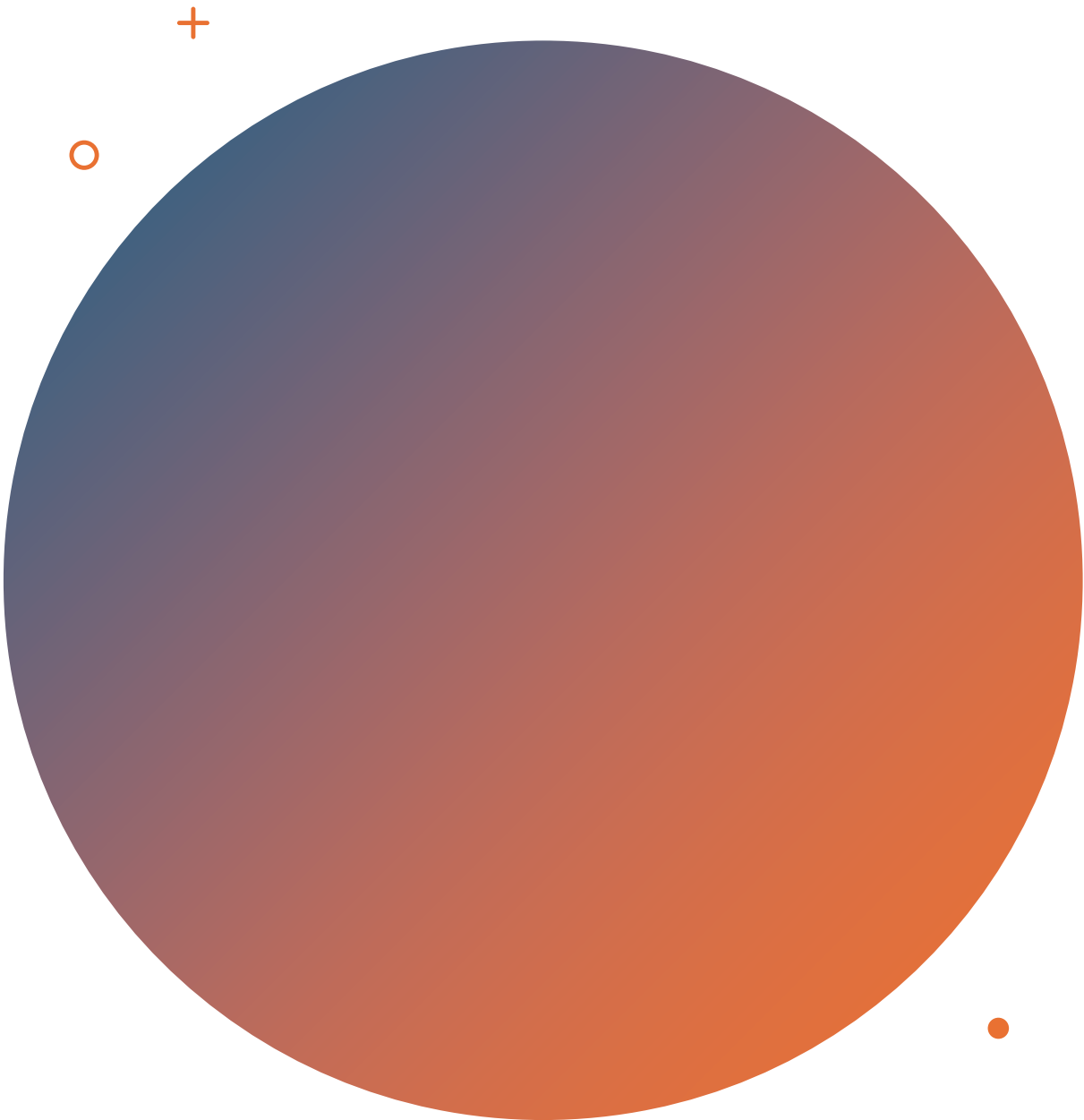
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Q&A





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