



Hearing In Infants & Young Children

A Guide For Parents

To order additional copies of this publication or if you have any questions, please call:

Maine CDC Newborn Hearing Program
207-287-5357 (V) or 1-800-698-3624 (V)
TTY users call Maine Relay 711

Or visit our website:

<http://www.maine.gov/dhhs/mecdc/population-health/mch/cshn/>



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Maine Newborn Hearing Program



Maine Newborn Hearing Program

The Maine Newborn Hearing Program was established by law in 2000. The program was set up to provide information to families about hearing screening, evaluation and services. Hospitals are required to tell new families about the importance of newborn hearing screening. If the hospital does not offer the screening test, it must help you arrange to have the test done somewhere else. If your baby was not born at a Maine hospital, ask your baby's health care provider about hearing screening or contact the Maine Newborn Hearing Program for more information. This booklet is to help you understand why it is important to test your baby's hearing shortly after birth.

Why is it important to test my baby's hearing?

It is important to know about any hearing loss as soon as possible. Knowing about hearing loss early helps us to give a child the special help needed for language and social development.

Hearing loss is one of the most common problems in newborns. As many as 50 babies born in Maine each year may have a hearing problem.

The first two years of a child's life are critical for speech and language development. You cannot always tell by watching a baby how well he/she can hear. Studies show that before Universal Newborn Hearing Screening, most children with severe to profound hearing loss were not identified until they were over two years old. Most children have already begun learning words and talking by that age.



An appointment has been scheduled for your baby for a screening test or follow-up evaluation (circle one):

Date: _____ Time: _____

Provider (Hospital Nursery, Audiologist)

Address:

If you need to reschedule, please call :

Or email, txt or contact via website:

Statewide Resources:

Child Development Services

Child Development System (CDS) is a part of the Department of Education. CDS is a statewide network of regional sites that ensures the coordination and delivery of early intervention services, special education and related services for eligible children (birth to school age five) with developmental delays and/or disabilities. Each regional site can provide information specific to the local area. Early intervention, special education, and related services are provided to eligible children. CDS will help you find funding for follow-up testing (audiological evaluation) and if needed, early intervention services.

For more information and to find your local CDS agency contact:

Central Office, Augusta: 877-770-8883 (V) Child Development Services
146 State House Station
Augusta, ME 04333

Early Childhood and Family Services

Statewide Educational Services (SES), a division of the Maine Educational Center for the Deaf and Hard of Hearing offers support through its Early Childhood and Family Services (ECFS) program to children newborn to five years of age who are deaf, hard of hearing, or have a suspected hearing loss. ECFS is a state-funded, independent agency providing information, support and training to families and professionals throughout Maine. Their services include home visits and are provided at not cost to families. For more information contact:

207-781-6335 (V/TTY) Early Childhood Family Services
Mackworth Island
Falmouth, ME 04105

Maine Newborn Hearing Program

The Maine Newborn Hearing Program (MNHP) is part of the Maine CDC, Department of Health and Human Services. The MNHP coordinates newborn hearing screening programs and follow-up of infants with hearing loss and is available for resource and referral information. For more information contact:

207-287-8427 or 1-800-698-3624 (V) Maine Newborn Hearing Program
TTY users call Maine relay 711 Key Bank Plaza, 7th Floor
286 Water Street
Augusta, ME 04333-0011

How is the screening test done, how long does it take and does it hurt my baby?

Soft sounds are presented to your baby's ears through earphones or other listening devices. Electrodes that look like stickers are placed on your baby's head. The electrodes pick up the response to those sounds from your baby's brain or cochlea (inner ear). The result is given as either PASS or REFER.

This screening test is done when your baby is asleep or quiet and can take as little as 15 minutes. It does not hurt your baby.

What does PASS or REFER mean?

If your baby has a PASS result, it means that your baby's hearing was normal at the time of screening. If your baby has a REFER result, this means that your baby needs to have a follow-up test. This is not unusual. Some things can interfere with screening, such as birth fluid in the ear canal or noise in the testing area. A REFER result may also mean that your baby has a hearing loss. You will be told about a second screening test or other testing, if needed. Your baby's doctor or nurse will help you to arrange for follow-up testing.

What are the signs of a hearing loss and what can I do for my baby?

The result of the hearing screening shows how your baby was hearing on that day. As a parent, you know your baby best and you will want to monitor your baby's hearing and speech as they grow. Some tips can be found on the next two pages. If you have a concern about your baby's hearing at any time, talk to your baby's doctor/health care provider. Save this booklet to help you observe your baby's hearing through age two.

Your baby should:

Birth to 3 months:

- 👂 Startles to a sudden loud noise.
- 👂 Soothes or calms to your voice.
- 👂 Squeals, coos, laughs.

3 - 6 months:

- 👂 Turns head or moves eyes to find a familiar voice.
- 👂 Plays at making noises and sounds.
- 👂 Likes sound-making toys.

6 - 9 months:

- 👂 Responds to his/her own name.
- 👂 Begins to understand common words like “no,” and “bye-bye.”
- 👂 Imitates speech by making sounds like coughing, clicking tongue, smacking lips.
- 👂 Watches you and listens when you read nursery rhymes.

9 - 12 months:

- 👂 Repeats simple words and sounds that you make; jabbers.
- 👂 Points or reaches for familiar objects when asked.
- 👂 Responds differently to happy or angry talking.
- 👂 Follows simple directions.

12 - 18 months:

- 👂 Bounces to music.
- 👂 Talks in what sounds like sentences, with a few understandable words.
- 👂 Identifies people, body parts and toys.
- 👂 Enjoys listening to stories read aloud.

18 - 24 months:

- 👂 Understands you when you call from another room.
- 👂 Points to body parts when asked.
- 👂 Begins to speak in two-word combinations, such as “Mommy, more!”
- 👂 Prefers certain books and brings them to you.

What you can do:

Birth to 3 months:

- 👂 Whenever your baby makes sounds, try to imitate them. Use a pleasant voice when talking to your baby.
- 👂 Hold your baby close to you, often rocking, singing, talking quietly and reading.
- 👂 Talk to your baby using his/her name while you work around the house, “Hello, Johnny.”

3 - 9 months:

- 👂 Keep imitating your baby’s sounds, talk a lot with him/her.
- 👂 Hold your baby close to you, often singing, reading nursery rhymes, stories or talking.
- 👂 Talk with your baby about his/her toys, and play games like “Peek-a-boo” or “Pat-a-cake.”

9 - 12 months:

- 👂 Make simple speech sounds to see if your baby imitates you (bah-bah, gah-gah).
- 👂 Pay attention to see if your baby says “Mama”, “Dada.”
- 👂 Talk with your baby about his or her toys and items in your house. Play singing games.
- 👂 Point to pictures in their books and talk about them.

12 - 18 months:

- 👂 Show your baby his/her body parts, “Here’s baby’s nose, eye, ear,” etc.
- 👂 Show simple picture books, help turn the pages, talk about the pictures.
- 👂 Play: “Where’s Daddy? (Mommy?)” and point to Daddy (Mommy). “Where’s the doggy? (or a toy),” “What does the doggy say? Bow-wow.”

18 - 24 months:

- 👂 Read simple stories to your child and ask questions “Where’s the kitty?” and point out the picture.
- 👂 Give instructions, “Put the doll on the chair,” “Put the ball in the box.”

