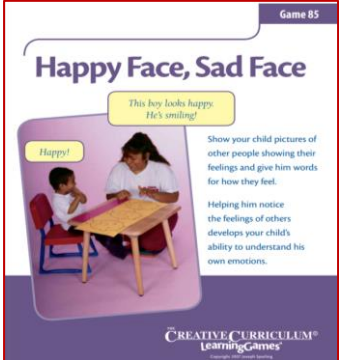
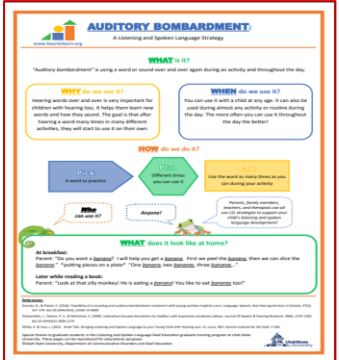


NOTE: When watching a video on YouTube, select **Theater** mode to 'frame' the edges of the video.

<p>Book / Video</p>	<p>Good Night Gorilla by Peggy Rathmann</p> <ul style="list-style-type: none"> ▪ Eng + ASL: https://www.youtube.com/watch?v=C70HST10Wq4&t=7s ▪ Eng: https://www.youtube.com/watch?v=1Kl8S61bCn4&t=32s (Mute Mode) <ol style="list-style-type: none"> 1. Parents read the written words “Good Night Gorilla” 2. Parents hit “pause” button on YouTube and ‘read’ the 2-page spread (use facial expressions and modulate voice with DIP – Duration, Intensity & Pitch): 3. Point and Label: nouns (animals, zookeeper, cage, key, balloon, bundle of bananas, single banana, tire swing, ...), adjectives (spots, fluffy, short, long ...) 4. Action: what’s happening on the page? 5. Prediction: what do you think will happen next?
<p>Song / Fingerplay</p>	<p>If You’re Happy And You Know It</p> <ul style="list-style-type: none"> ▪ Eng: https://www.youtube.com/watch?v=I4WNrvVjiTw
<p>Parent Education</p> 	<p>Happy Face, Sad Face – Creative Curriculum Game 85 (see handout)</p> <ul style="list-style-type: none"> ▪ Show your child pictures of other people showing their feelings and give him words for how they feel. ▪ Helping him notice the feelings of others develops your child’s ability to understand his own emotions. ▪ Emotions and feelings can be expressed through: the face (i.e. crying/laughing), the eyes (i.e. frowning, eye roll), the voice (i.e. intonation), and body language (i.e. slouching, pain, deep laughter).
<p>Vision</p>	<p>Optic Nerve Atrophy</p> <ul style="list-style-type: none"> ▪ https://familyconnect.org/after-the-diagnosis/browse-by-condition/optic-nerve-atrophy/
<p>Listening and Spoken Language (LSL)</p> 	<p>Auditory Bombardment (see handout)</p> <ul style="list-style-type: none"> ▪ http://heartolearn.org/materials/docs/lsl-strategies-flyers/Auditory%20Bombardment%203.18.18_ENGLSI.pdf ▪ What is it: is using a word, a short phrase, or sound over and over again during an activity and throughout the day.
<p>American Sign Language (ASL)</p>	<p>Emotions and Feelings</p> <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=91foGHKuwL0 ▪ https://www.youtube.com/watch?v=R_G5zGVHxkU ▪ https://www.youtube.com/watch?v=GfpaHQD9WYc
<p>Daily Listening Check</p>	<p>Daily Listening Checks for Children (See handout)</p>

Language



Toddlers & Twos

EXPLORE

Label the emotions that different characters in a book are feeling and talk about them.

As you read picture books with your young child, point out the faces of the characters. What types of feelings do their faces show? Invite your child to imitate the face and name the feeling that is associated with that expression. Talk together about why someone might feel that emotion.

Modeled Moment: Reading Emotions

- <https://healthyathome.readyrosie.com/en/activity-lists/4/>
- Find: **Week of April 13, 2020**
- Find: **Social Emotional Support**
- Find: Toddlers & Twos: click **EXPLORE**

Why It's Important: Feelings are a natural and normal part of everyday life. Everyone experiences a range of different emotions on a daily basis. It's important to talk about feelings so that your child can learn to understand and manage them. This will also help your child begin to recognize the feelings of others.

Not Ready Yet: Start by talking about the way the characters' faces look. Point out the downturned shape of a sad character's mouth or the tears that are falling. You can say, "He looks sad." Help your child begin to notice these little clues that help us understand how others are feeling.

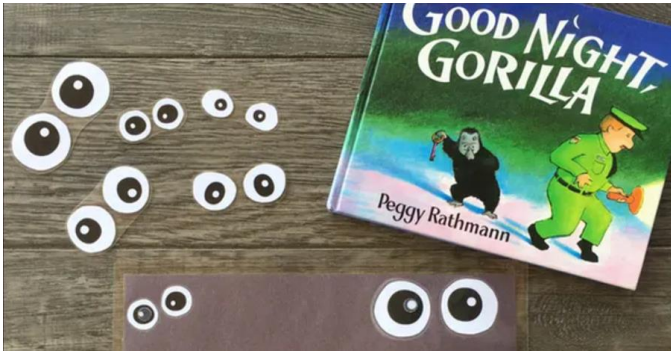
Need a Challenge: As you talk about each emotion the characters are experiencing, ask about a time your child felt that way. Share what makes you feel happy, sad, or upset.

- **Journal/Talk:** Make a feelings book with your child. Take pictures of your child pretending to feel happy, sad, angry, and scared. Glue or tape the pictures on separate pages in the book and have your child tell you about each one. Write what your child says and then read the book together.
- **Book Recommendations:** "Glad Monster, Sad Monster" by Ed Emberly
- **Extend the learning:** Make a set of emotions cards by cutting out pictures from magazines or drawing simple faces on index cards. As you read with your child, pause and have your child find the emotion card that best shows how the character in the story might be feeling. Talk about it.

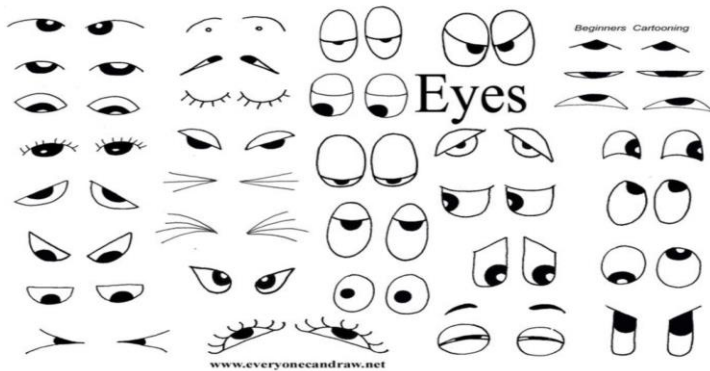
DIY PROJECT: EXPRESSING EMOTIONS THROUGH THE EYES – MATCHING GAME

We will label the different emotions and create a matching game.

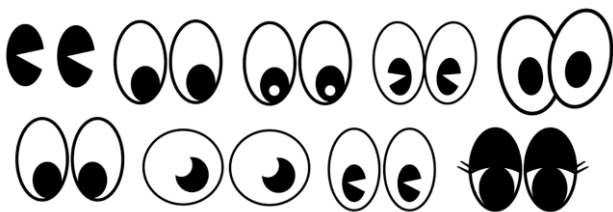
1. **Print or draw** pair of eyes: a) Happy Eyes; b) Sad Eyes; c) Angry Eyes; d) Surprised Eyes; e) Sleepy Eyes; ...
2. **Separate** the pair of eyes by cutting down the middle – cut down where the imaginary nose would have been
3. **Mix** them around.
4. **Find** the matching pair:
 - “Can you help me find a Happy Eye?” or “My turn. I picked this one. What do you think it is? Happy or Sad Eye?”
 - “Can you find the other Happy Eye?”



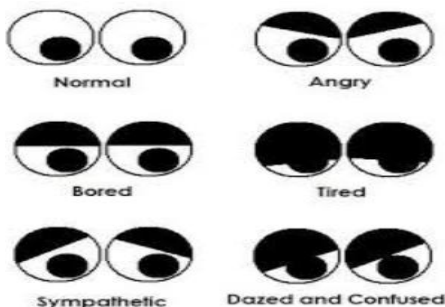
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Happy Face, Sad Face

*This boy looks happy.
He's smiling!*

Happy!



Show your child pictures of other people showing their feelings and give him words for how they feel.

Helping him notice the feelings of others develops your child's ability to understand his own emotions.



Why this is important

Seeing feelings expressed on faces around him or in pictures will make it easier for your child to learn the words for those feelings. As he hears other people talk about their feelings, he will begin to see that he can use words instead of actions to express himself. Understanding that others have the same feelings he has helps your child develop his relationships with those around him.

What you do

- Show your child pictures of faces that clearly show an emotion. Talk about the expressions on the faces. *That girl is crying. She looks sad.*
- Encourage him to talk about what makes the people in the pictures have those feelings. Avoid *why* questions because they are harder to answer.
- Ask him if he can remember an event that has made him feel happy, angry, or sad.
- Tell him how you feel. *I feel happy. May I tell you about it?*
- Give him words for his feelings. *I see you look angry. Can you tell me what happened?*
- Comfort him when he cannot express how he feels. He will need your patience and love as he learns to determine what kinds of feelings he has.

Another idea

Talk about the characters in his favorite storybooks and encourage him to tell you what they are laughing or crying about.

Let's read together!

What Shall We Do with the Boo-Hoo Baby?
by Cressida Cowell

AUDITORY BOMBARDMENT

A Listening and Spoken Language Strategy

WHAT is it?

“Auditory bombardment” is using a word or sound over and over again during an activity and throughout the day.

WHY do we use it?

Hearing words over and over is very important for children with hearing loss. It helps them learn new words and how they sound. The goal is that after hearing a word many times in many different activities, they will start to use it on their own.

WHEN do we use it?

You can use it with a child at any age. It can also be used during almost any activity or routine during the day. The more often you can use it throughout the day the better!

HOW do we do it?

Pick

A word to practice

Plan

Different times you can use it

Talk

Use the word as many times as you can during your activity

Who
can use it?

Anyone!

Parents, family members, teachers, and therapists can all use LSL strategies to support your child's listening and spoken language development!



WHAT does it look like at home?

At breakfast:

Parent: “Do you want a banana? I will help you get a banana. First we peel the banana, then we can slice the banana.” *putting pieces on a plate* “One banana, two bananas, three bananas...”

Later while reading a book:

Parent: “Look at that silly monkey! He is eating a banana! You like to eat bananas too!”

References:

- Encinas, D., & Plante, E. (2016). Feasibility of a recasting and auditory bombardment treatment with young cochlear implant users. *Language, Speech, and Hearing Services In Schools*, 47(2), 157-170. doi:10.1044/2016_LSHSS-15-0060
- Girolametto, L., Pearce, P. S., & Weitzman, E. (1996). Interactive focused stimulation for toddlers with expressive vocabulary delays. *Journal Of Speech & Hearing Research*, 39(6), 1274-1283. doi:10.1044/jshr.3906.1274
- White, E. & Voss, J. (2015). *Small Talk: Bringing Listening and Spoken Language to your Young Child with Hearing Loss*. St. Louis, MO: Central Institute for the Deaf. P 184.

Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.

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Daily Listening Checks for Children

What is a listening check? A listening check is when you make sure your child is hearing and noticing the specific speech sounds you say to him (without him seeing you), right after you put on your child's hearing technology.

Why should I do a daily listening check?

The reasons to do daily listening checks are:

1) to make sure your child's hearing technologies are appropriately and consistently transmitting complete speech information to your child's brain to activate, grow, and develop neural connections, and 2) to confirm that your child is noticing and actually listening to that speech information.

How often should I do a listening check?

A listening check should be done once a day, every day, right after you put the hearing devices on your child. There's no need to repeat the check during the day unless you notice that your child is not responding as expected.

What materials/speech sounds are used?

The Ling six sounds are always used for the listening check, beginning in infancy and continuing throughout childhood.

What are the Ling six testing sounds?

1. "mm" as in me
2. "oo" as in boot
3. "ah" as in hot
4. "ee" as in feet
5. "sh" as in shoe
6. "ss" as in sun

Why are these particular speech sounds used?

Each of these six sounds is intended to cover a complete range of speech sounds from low frequency ('m' and 'oo') to high frequency ('sh' and 's') sounds. Frequency is commonly referred to as 'pitch.' If your child can hear all of these six sounds, your child probably can hear you speak, sing, and read to him, especially if the room is quiet and you are close by.

How should I say the sounds?

The sounds should be spoken at a normal conversational volume, without the child seeing your mouth. Do not exaggerate the sounds by making them loud or long, or by repeating them over and over. The six sounds need to be presented at the same loudness and duration as they would be if the sounds were used in a word. Say the sounds in a different order each day. For example, one time you might begin saying the six sounds with 'ah', and the next time you might begin with 'oo'. Be sure to pause after you say each sound to give your child time to respond. Your pediatric audiologist and/or your therapist can work with you as you learn to do the daily listening check.

How close should I be to my child when I say the sounds?

You should present the sounds to your child at a typical conversational distance – 3 to 6 feet away. As your child demonstrates the ability to detect and then identify the Ling six sounds from that distance, you can move halfway across the room.

How do I know my child heard the six Ling sounds?

This is the fun part. You, your child's therapist, and/or his audiologist will teach him to do something to indicate he has heard the sound after you say each of them. For example, to demonstrate detection of the Ling six sounds, your child may put a ring on a ring stacker each time he hears one of the sounds. Detection is simply knowing that a sound was presented. Then, to demonstrate identification of the Ling six sounds, your child may point to a picture of one of the Ling six sounds, such as a baby sleeping for 'sh', or he may repeat the sound that he heard. Identification is knowing which sound was presented.

If your child is not yet ready to do these tasks, refer to the Daily Listening Checks for Babies resource handout for ideas about how to know that your child heard the Ling six sounds.

Should the room be quiet?

Yes, the room should be very quiet. Turn off the TV, computer, dishwasher, etc. You don't want any other sounds conflicting with the six sounds you are saying.

What if my child doesn't respond after I say a sound?

If your child is not responding to one or more of the six sounds, first, ensure that he is paying attention and that the room is quiet. Then, if he still does not respond, contact your pediatric audiologist right away to problem solve the situation. There could be an issue with your child's hearing technology, or your child's hearing/doorway may have changed. It is extremely important that auditory information reaches your child's brain to activate, grow, and develop critical neural connections for language and literacy. So, any problem needs to be analyzed and addressed right away.

If my child has two devices, should I do a daily listening check with each device?

Yes, you should complete a daily listening check with each of your child's devices. If you only do a listening check when your child is listening with both of his devices, you could miss a problem with one or the other of the devices or you could miss a change in hearing at one ear or the other. Ideally, you would complete a daily listening check with each device individually and with the devices together to ensure access to the Ling six sounds in all three listening conditions.

Can I listen to my child's hearing technology?

Yes, as part of your daily listening check you can listen to your child's hearing technology. You will just need some extra equipment to do so. Refer to the Daily Device Check resource handout for information on how to listen to your child's hearing technology appropriately and safely.