

## Infant Services

**WEEK: 2** April 13 - April 17

Book / Video: **Brown Bear, Brown Bear, What Do You See** by Bill Martin Jr. & Eric Carle

- Spoken English: <https://www.youtube.com/watch?v=WST-B8zQleM&t=29s>
- ASL: <https://www.youtube.com/watch?v=Yd-RDyclvAo>

Song: **Brown Bear, Brown Bear, What Do You See**

- [https://www.youtube.com/watch?v=p\\_iKiqRX7gl&t=132s](https://www.youtube.com/watch?v=p_iKiqRX7gl&t=132s)

Parent Education: **Let's Clean Up: Game 35** (see handout)

Vision: **Teaching Your Blind or Visually Impaired Baby to Play with Toys** (see handout)

- <https://familyconnect.org/browse-by-age/infants-and-toddlers/social-life-and-recreation-iandt/teaching-your-baby-to-play-with-toys/1235/>

Daily Check:

- Troubleshoot hearing device
- Wear hearing device at all times, except when sleeping and bathing

Language: **Color Toys**

- Teach color words in context by using them during everyday routines. For example, as your child helps you clean up toys, take the opportunity to describe the toys by their color. "You've got the yellow truck. I have the blue car. Can you hand me the red ball?"
- <https://healthyathome.readyrosie.com/en/activity-lists/>
  - Click: **Week of March 30, 2020**
  - Find: **Family jobs and routines**
  - Infant: click "EXPLORE"

LSL: **Daily Listening Checks for Children** (see handout)

ASL: **Brown Bear, Brown Bear, What Do You See?**

- <https://www.youtube.com/watch?v=Yd-RDyclvAo>

### **TOY BOX**

#### **COLOR TOYS**

Teach color words in context by using them in everyday routines, such as picking up toys.



# Let's Clean Up

*You're putting the rattle in your basket.*

Make clean-up time a game by naming the toys your child chooses to put in the clean-up basket.

Having choices during clean-up time may make it easier for your child to learn about taking care of his belongings.





## Why this is important

Giving your child a chance to make choices during play and cleanup helps him learn about taking care of his things. When the choices he makes during simple tasks bring a positive result, such as helping you, he gains trust in his own ability to make decisions. As he has opportunities to make more choices, he builds confidence and independence.

## What you do

- Invite your child to help you clean up toys after playing. At this age, don't expect him to really clean up things by himself. Sit beside him, show him a container such as a toy box or basket, and drop in one of his toys. Talk about what you are doing. *It's time to put the toys away. Mommy put the car in the basket.*
- Hand him a toy and ask him to put it in the basket. If he does not drop it, help him release it into the basket. Then, hand him the toy again and let him have another try.
- Repeat the game until he understands what you want him to do. Offer encouraging words when he drops the toy in the basket. *You put the ball away!*
- Invite him to choose a toy to put in the basket. If he chooses an object not intended for the basket, give him another place to put it. *Only toys go in the basket. You can put the magazine on the table.*
- Talk about each toy as it goes in the basket. As he has more practice with cleaning up, count the toys as he puts them away. *One, two, three. You put three green cars in the basket!*

## Another idea

Use different containers for storage to give your child more choices. Try putting toys away in a large plastic bowl, a shopping bag, an egg carton, or a backpack.

### Let's read together!

*I'm Dirty!*  
by Kate and Jim McMullan

# Teaching Your Blind or Visually Impaired Baby to Play with Toys

<https://familyconnect.org/browse-by-age/infants-and-toddlers/social-life-and-recreation-iandt/teaching-your-baby-to-play-with-toys/>

**All babies go through a sequence of learning to play.** The first thing an infant usually does with a toy is bring it to his mouth—he’s already had the pleasure of sucking on a nipple and getting milk from it, so maybe the toy will taste good too! While sighted babies frequently continue to suck or chew on objects, they have the advantage of knowing something is available and will reach for it because it looks appealing. But if your baby can’t see a toy, he may not know to reach for it unless you make him aware of what it is and where he can find it.

**If your baby hasn’t started playing with toys the way other children his age do,** the reason may be that he can’t see them clearly and doesn’t know what to do with them because he may not understand how they work. That could be why your 11-month-old hasn’t yet tried to turn the knobs on his busy box and waits for you to do it. Or perhaps your toddler is still putting his toy cars in his mouth at age two while other two-year-olds are pretending to drive their toy cars. Here are some tactics you might try to help your baby or toddler learn to enjoy toys and play independently.

## Helping Your Child Learn How to Play

- **Help your child become aware of the toys he has** by helping him find them, giving him plenty of time to explore them, demonstrating how to play with them, and helping him replace the toy in a specific “home.” Handing him a toy and explaining what it is, encouraging him to explore it with his senses, and modeling how to play with it, can be a helpful introduction. Try to get him toys that make sounds and let him hear the noise, which will tell your baby where the toy is located. By holding a toy while calling him to move or turn toward it, you can also help him learn to find and reach for other things he wants.
- **When you introduce your baby to a toy, describe it** with words and touch. Sit behind him and after giving him time to explore the toy independently, using either the [hand-under-hand or hand-over-hand approach](#), let him feel the toy while you demonstrate how to play with it. When you sit behind your baby, your hands are moving in the same direction as his, which makes the teaching process more natural for both of you. Hand-under-hand, in which you place your hand under his, may be more reassuring to your baby because you’re the one reaching out to touch something unfamiliar while his hands are “riding along” on the safety of your hands.
- **Objects from the kitchen cabinet can be as entertaining as store-bought toys.** For example, you can show and tell your baby how to make noise with pot covers. With his hands on the covers and your hands over his, you can tell him, “Let’s make a banging noise with these pot covers. We’ll bang them together like this,” as you guide his hands toward each other. After the two of you get tired of banging, you can also take a quieter step forward by showing him how to put the lids on top of the pots, again explaining what the two of you are doing, “These are pots that I cook your lunch in. Let’s put the covers back on the pots.”

- **Watch how other babies play.** If a friend or family member has a sighted child about the same age as your child, it might be helpful to watch how that baby plays with toys. You could then imitate what you see that baby doing with your baby to show him things he can do. As you enthusiastically model playing, you are teaching your child the joy of play, how to play with toys, and [how to socially interact through play](#).
- **Another helpful tactic** to use when your child is playing nearby is to describe what he's doing and suggest expanding that activity. For instance, you might say, "Marco, you've pulled all the cars out of the bucket—now let me see you put them back in the bucket." Or, "How about rolling the big car over to me," to encourage your child to take turns in play, preparing him for play time with friends.

### Helpful Tips

- **When you put a toy in your child's crib or playpen,** make sure he knows it's there. Let him feel it and leave it within easy reach.
- **Before your baby can sit on his own,** consider lining a laundry basket or box with a soft towel or blanket and putting him and some toys in it. This will give him a comfortable, confined space that will keep the toys close to him. At the same time, he can lean against the side of the basket or box to support him in a sitting position.
- **Because your baby may not see where a toy goes when he drops it,** consider using a play gym where toys hang down for him to feel. Toys that have a suction cup on the bottom are also useful because they can be put on a surface, such as a tray or table, and will stay put.
- **When your child is old enough to crawl or walk,** coax him to come and get a toy by letting him know you have it and calling to him from another part of the room.
- **By the time your child is walking,** try putting his toys in a big basket or box that he can rummage through to find his current favorite. Just be sure the basket or box is always in the same place.



# 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.