
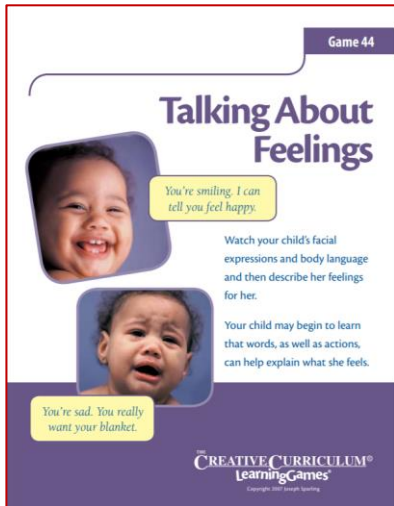


NOTE: When watching a video on YouTube, select **Theater** mode to 'frame' the edges of the video.

<p>Book / Video</p>	<p>Happy by Mies Van Hout</p> <ul style="list-style-type: none"> Eng + ASL: https://www.youtube.com/watch?v=ttqjzc7ojOc Eng: https://www.youtube.com/watch?v=EKi9QpNzBDs (Mute Mode) <ol style="list-style-type: none"> Parents read the written words Parents hit "pause" button on YouTube and 'read' the 2-page spread (use facial expressions and modulate voice with DIP – Duration, Intensity & Pitch)
<p>Song / Fingerplay</p>	<p>The Feelings Song</p> <ul style="list-style-type: none"> Eng: https://www.youtube.com/watch?v=-J7HcVLsCrY ASL Chant: https://www.youtube.com/watch?v=UHY-xycdbAo&t=82s
<p>Parent Education</p> <div data-bbox="110 716 418 894" style="border: 1px solid red; padding: 5px;"> <p style="text-align: right; font-size: 2em; font-weight: bold;">75</p> <p>Baby Massage</p> <p>Objective 2 Establishes and maintains positive relationships</p> <p>a. Forms relationships with adults</p> <p><small>Related Objectives: 11a, 29</small></p> </div>	<p>Baby Massage (see handout) https://teachingstrategies.com/wp-content/uploads/2020/04/Baby-Massage.pdf</p> <p>What You Do</p> <ol style="list-style-type: none"> Place the child on her back. Gently massage the child as follows: Place your fingers behind the child's head and slowly bring your fingertips around to the tips of her ears. Continue to lightly stroke the child from her ears down her chest and gently stretch her arms out to the sides. Stroke your fingers down her tummy, her legs, and brush them off her toes. Gently massage each foot, moving up to her toe, using a thumb-over-thumb motion. <ul style="list-style-type: none"> Show toddlers and 2-year-olds how to do a self-massage using the same sequence. Invite children to follow your movements. Allow children to lead the sequence as they name their body parts. Encourage children to use these movements on a baby doll, practicing the use of gentle touches.
<p>Vision</p>	<p>Optic Nerve Hypoplasia (ONH)</p> <ul style="list-style-type: none"> https://familyconnect.org/after-the-diagnosis/browse-by-condition/optic-nerve-hypoplasia/
<p>Sensory</p>	<p>Infant Massage for Babies with Sensory Impairments</p> <ul style="list-style-type: none"> http://files.cadbs.org/200001096-b825fb91fa/Infant%20Massage.pdf
<p>Audiology</p>	<p>Type, Degree and Configuration of Hearing Loss</p> <ul style="list-style-type: none"> https://www.asha.org/uploadedFiles/AIS-Hearing-Loss-Types-Degree-Configuration.pdf
<p>Listening & Spoken Language (LSL)</p> <div data-bbox="110 1598 370 1927" style="border: 1px solid red; padding: 5px;"> <p>EXPANSION A strategy for spoken language development</p> <p>WHAT is it? "Expansion" is rephrasing what a child says in a more correct, complete, or complex way.</p> <p>WHY is it important? When we expand, rephrase, correct, clarify, and amplify what children say, we help them learn to use language more effectively. It can help them learn to use language more effectively and help them learn to use longer phrases on their own.</p> <p>HOW do we do it? When we expand, rephrase, correct, clarify, and amplify what children say, we help them learn to use language more effectively. It can help them learn to use language more effectively and help them learn to use longer phrases on their own.</p> <p>WHAT does it look like in practice? Hearing a child say: "The cat is black." Child and parent playing: "The cat is black." Expansion: "The cat is black and white." Rephrasing what a child says in a more correct, complete, or complex way.</p> </div>	<p>Expansion (see handout)</p> <ul style="list-style-type: none"> http://heartolearn.org/materials/docs/lsl-strategies-flyers/Expansion%204.8.18_ENGLISH.pdf What is it: is rephrasing what a child says in a more correct, complete, or complex way.

American Sign Language (ASL)	Emotions and Feelings <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
Daily Listening Check	Daily Listening Checks for Children (See handout)
<p>Language</p>  <p>Infant</p> <p>EXPLORE</p> <p>No one is too young to enjoy the benefits of a good massage, including your baby! Stimulate your baby's brain and muscles by taking time to give a gentle massage. Talk to your baby about what you are doing. Observe how your baby responds. Massage can be calming for both of you.</p>	<p>Modeled Moment: Baby Massage</p> <ul style="list-style-type: none"> ▪ https://healthyathome.readyrosie.com/en/activity-lists/4/ ▪ Find: Week of April 13, 2020 ▪ Find: Social Emotional Support ▪ Find: Infant: click EXPLORE <p>Why It's Important: Your baby is learning how to communicate with you in the most basic way. It can be frustrating for both of you when it's unclear what your baby wants. Sometimes, all a baby needs is for you to be close.</p> <p>Not Ready Yet: If your baby doesn't seem to be calmed by a gentle massage, try another soothing activity such as holding your baby and rocking back and forth.</p> <p>Need a Challenge: As you massage your baby, sing softly or put on some music.</p> <ul style="list-style-type: none"> ▪ Journal/Talk: How does your baby like to be held? What types of things seem to soothe and comfort your baby? Write some of these things down and make a list. When your baby is upset, go through the ideas on the list until you find something that helps to calm the baby down. ▪ Book Recommendations: "Mama Loves You So" by New Books for Newborns ▪ Extend the learning: It's not too early to start developing some routines that your baby can come to expect. Pick a soothing activity to do after every bathtime or during feeding times. It can be a gentle foot massage or even a special song you sing.

TALKING ABOUT FEELINGS

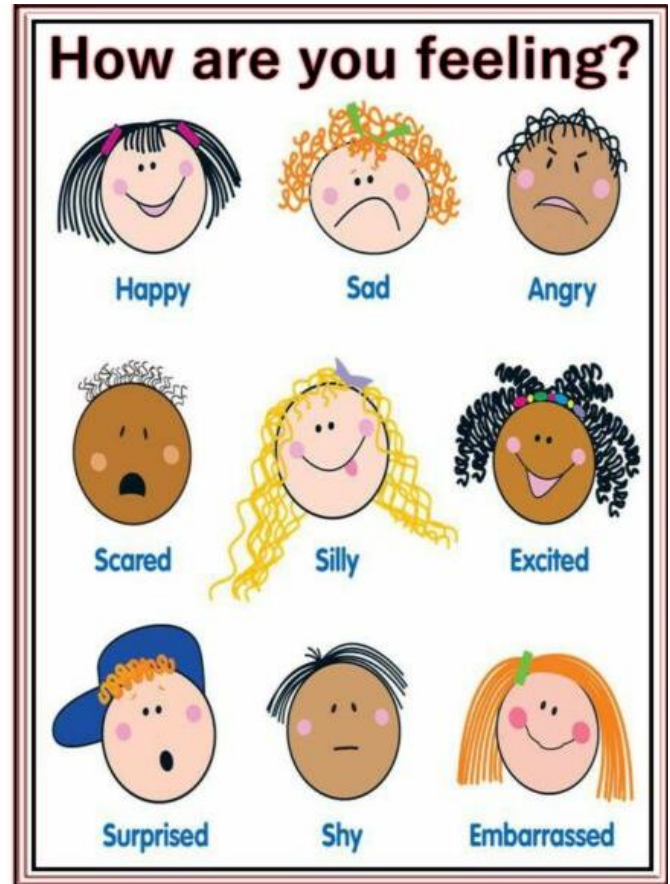


Creative Curriculum Game 44 (see handout)

- https://s3-us-west-2.amazonaws.com/assets.readyrookie.com/healthy-at-home/week-4/10-social-emotional/learning-games/01-infants/INF_LearningGames_44_EN.pdf
- Watch your child's facial expressions and body language and then describe her feelings for her.
- Your child may begin to learn that words, as well as actions, can help explain what she feels.
- 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).

Older kids: Labeling

- Point to the feeling in one of the charts below and imitate that expression.
- Play peek-a-boo and surface with a different emotion on your face – ask child which it is
- When watching videos, pause when someone is showing a feeling – ask child which it is



<https://www.mamaslearningcorner.com/wp-content/uploads/2017/05/Pre-6.png>

<https://i.ebayimg.com/images/g/N1QAAOSwmU1ZlJeE/s-l640.jpg>

Objective 2 **Establishes and maintains** **positive relationships**

a. Forms relationships with adults

Related Objectives: 11a, 29

What You Do

1. Place the child on her back. Gently massage the child as follows:

Place your fingers behind the child's head and slowly bring your fingertips around to the tips of her ears.

Continue to lightly stroke the child from her ears down her chest and gently stretch her arms out to the sides.

Stroke your fingers down her tummy, her legs, and brush them over her toes.

2. Gently massage each foot, moving up to her toe, using a thumb-over-thumb motion.

- **Show toddlers and 2-year-olds how to do a self-massage using the same sequence. Invite children to follow your movements.**
- **Allow children to lead the sequence as they name their body parts.**
- **Encourage children to use these movements on a baby doll, practicing the use of gentle touches.**

EXPANSION

A Listening and Spoken Language Strategy

WHAT is it?

“Expansion” is rephrasing what a child says in a more correct, complete, or complex way.

WHY do we use it?

When we model longer, correct phrases, we create more listening opportunities! It can help build a child’s vocabulary and help them start to use longer phrases on their own.

WHEN do we use it?

Because the child doesn’t need to repeat it, *expansion* is a great strategy to use at any age or stage of listening or language development. It can be used all throughout the day.

HOW do we do it?

There are a lot of ways!

Change a question to a statement

Add more information

Rephrase with correct grammar

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?

Hearing a baby cry:

Child: “Baby hurt?”

Parent: “The baby might be hurt. You heard her crying. Maybe she is just hungry.”

Child and parent playing:

Child: “My train is blue.”

Parent: “Your blue train also has black wheels and square windows!”

Watching a sibling at a soccer game:

Child: “Her running fast!”

Parent: “You’re right! *She is* running so fast!”

References:

- Frome-Loeb, D., & Armstrong, N. (2001). Case studies on the efficacy of expansions and subject-verb-object models in early language intervention. *Child Language Teaching & Therapy*, 17(1), 35-53.
- McDuffie, A., & Yoder, P. (2010). Types of parent verbal responsiveness that predict language in young children with autism spectrum disorder. *Journal of Speech, Language & Hearing Research*, 53(4), 1026-1039. doi:10.1044/1092-4388(2009/09-0023)
- Bushnell, E. W., & Aslin, R. N. (1977). Inappropriate expansion: A demonstration of a methodology for child language research. *Journal of Child Language*.
- Scroggs, C. L. (1975). Effects of expansions on the communication rate of hearing impaired students. *American Annals Of the Deaf*, 120350-359.
- Farrar, M. J. (1990). Discourse and the acquisition of grammatical morphemes. *Journal of Child Language*, 17(3), 607-624. doi:10.1017/S0305000900010904

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?

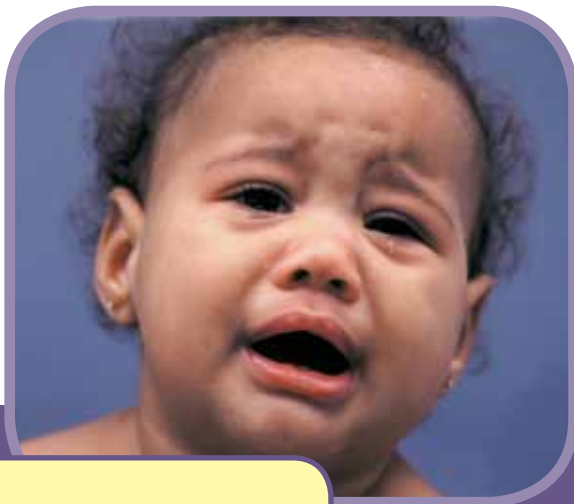
Yes, as part of your daily listening check you can listen to your child's hearing technology. You will just need some extra equipment to do so. Refer to the Daily Device Check resource handout for information on how to listen to your child's hearing technology appropriately and safely.

Talking About Feelings



You're smiling. I can tell you feel happy.

Watch your child's facial expressions and body language and then describe her feelings for her.



You're sad. You really want your blanket.

Your child may begin to learn that words, as well as actions, can help explain what she feels.



Why this is important

When your baby was very young, you made a point of letting her see feelings expressed on your face. Now you can help her by giving her words as well as facial expressions. It may take time for her to know the correct words for each emotion. When she has words for her feelings, she will have a choice between words and actions for expression. Both will help her in making her feelings known to others.

What you do

- Watch for moments when your child feels strongly about something, and then describe her emotions for her. For example, when she jumps up and down at the sight of a bunch of balloons you might say, *You're so excited to see those balloons!*
- Help her calm down when she feels very sad, annoyed, or angry by describing her intense emotions and showing her with your facial expressions and tone of voice that you understand what she is feeling. *You are really sad that Daddy just left. You love him so much.*
- Describe her emotions in calmer times too. *I see your little smile. You are happy to see your teddy.*

Another idea

Use many words to describe her feelings such as *frustrated, annoyed, disappointed, bored, amazed, calm, and relaxed*. Hearing many feeling words will help her be able to identify and name her specific feelings as she gets older.

Let's read together!

Llama, Llama Red Pajama
by Anna Dewdney