

## **Supporting Young Children with Hearing Impairments Learning at Home**

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The National Institute of Deafness and Other Communication Disorders (NICDC) states that about 2 to 3 out of every 1,000 children in the United States are born with a detectable level of hearing loss in one or both ears. There are three types of hearing loss, sensorineural, conductive and mixed. Sensorineural hearing loss is the most common type of hearing loss. It occurs when the inner ear nerves and hair cells are damaged — perhaps due to age, noise damage or something else. Sensorineural hearing loss impacts the pathways from your inner ear to your brain. Most times, sensorineural hearing loss cannot be corrected medically or surgically, but can be treated and helped with the use of hearing aids. Conductive hearing loss is typically the result of obstructions in the outer or middle ear — perhaps due to fluid, tumors, earwax or even ear formation. This obstruction prevents sound from getting to the inner ear. Conductive hearing loss can often be treated surgically or with medicine. Mixed hearing loss is just what it sounds like a combination of sensorineural and conductive hearing loss. Hearing loss can range from mild, moderate, severe, and profound (NIDCD. Retrieved April 15, 2020, from <https://www.nidcd.nih.gov>).

It is important to know what to expect as your baby grows, as hearing problems can delay the development of voice, speech, and language skills. Please visit the website above for a birth to five years of age hearing and communicative development checklist. Depending on the severity and cause of hearing loss in your child, hearing aids, cochlear implants and a combination of speech therapy or assistive listening devices might be recommended forms of treatment. The website: [www.successforkidswithhearingloss.com](http://www.successforkidswithhearingloss.com) has a compilation of 10

everyday practices that will assist you with promoting your child's language and communication skills.

Water Fun Activity: *Skill Set - Listening and identifying (receptive language); naming, two-three word utterances to a complete sentence (expressive language; and, vocabulary development).*

You can use many different variations to this water fun activity depending on your child's age. You will need a bowl of water or a large cup of water, several small waterproof toys. Have the toys in a pile near your child. Parent/guardian will say, "vroom." Child picks up the car and plops it in the water. Parent/guardian says, "moo." Child picks on the cow and plops it in the water. When you are "plopping" items in the water, you may expand by saying, "bye car," "bye cow," or depending on how many utterances your child is using you may expand by saying, "One red car in the water, plop," "One brown cow in the water, plop." A variation to this could be to use coins, marbles, rocks, and picture cards. Parent/guardian describes a picture and the child needs to identify the picture described and say the name or place the item in a sentence (depending on what level of language your child is presently using). For example, a parent/guardian says, "I spy a green reptile sitting on a log." The child points to the frog and after the child has said "frog," modeled a sentence that you provide, "The green frog is sitting on the log" or the child places it in his/her own sentence/utterance, "green frog," the child plops the coin, rock, marble in the water. If the vocabulary word "reptile" is new to your child, this is an opportune time to talk about reptiles and perhaps pick out some more reptiles (i.e., snake, turtle, lizard).

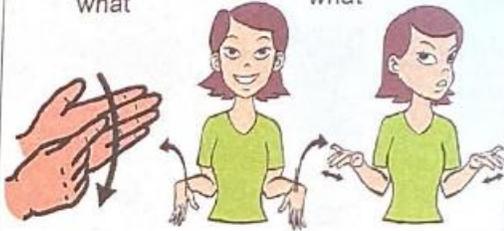
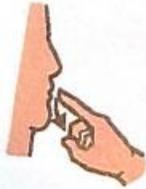
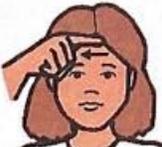
Signing Brown Bear Brown Bear Book Activity: *Skill Set - Introduction to vocabulary, learning to discriminate between different sounds, and parent/guardian making various sounds around the room to work on localization.*

This activity is beneficial for age 6 months and up as children are developing these skills. To adapt this activity you can change the level of complexity. For children who are familiar with signing already, you can ask them questions regarding the story to work on expanding their signing and language skills, and improving their vocabulary. For younger children, reading stories to them and signing is very beneficial, even if they do not yet have the motor abilities to sign a large number of signs, it all begins with the receptive piece, of seeing it multiple times. Localization is a beneficial way to encourage your child to look in the direction in which sound is coming from and is a very important safety skill (i.e., I hear a car, where is it in relation to me?). Discrimination of sounds is beneficial in teaching your child sounds to pay attention to and others that can be ignored (i.e., fan running versus mom talking to me. I need to listen to mom's voice not the fan running). In addition, discrimination of sounds is how we learn what sound a duck makes versus a chick. As children grow, discrimination becomes more distinct (i.e., difference among letter sounds). All of these skills are important in learning to read.

We have attached a link to the story "Brown Bear Brown Bear" in case you are not familiar with it or happen to not have the book at home. Begin by familiarizing yourself with the signs attached that correspond with reading the story and practicing them with you child while saying what they are. This will help your child to learn what the vocabulary looks like when someone is saying and signing them. Next, you can incorporate using the book and going very slowly by beginning to sign the pictures that are in the book while utilizing the book or story being read through the youtube link provided. With practice and repetition, you will successfully

be able to sign the story for your child and be providing them with the new skill set of learning sign language.

<https://www.youtube.com/watch?v=WST-B8zQleM>

animal 	book 	bear 	what 	
you 	see 	brown 	red 	green 
yellow 	black 	white 	purple 	blue 

Brown Bear, Brown Bear, What Do You See?  
By Eric Carle

1

gold



or with "g" handshape

orange



duck



horse



sheep



cat



frog



dog



bird



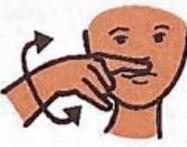
teacher



children



kid



friend



boy



girl



Brown Bear, Brown Bear, What Do You See?  
By Eric Carle