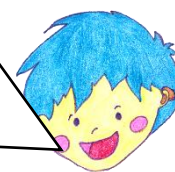


Sensory Service for Hearing Impairment - Sami Says HI!

Welcome to the third edition of our Sensory Service Newsletter. As nurseries and schools are beginning to head back, you may have concerns about how your little ones will cope with the strange new environment - remember, you can always contact your Teacher of the Deaf to discuss any worries you may have!



While We Can't Hug

<https://www.youtube.com/watch?v=2PnnFrPaRgY>

<https://www.mrsmactivity.co.uk/top-tips-for-returning-to-school-after-lockdown/>

As children begin to return to nursery or think about starting school, it can be useful to think about how to improve self-care skills.

Ideas:

Visual schedule of the steps involved.

Reward chart for independent completion of tasks (or attempt at, in the early stages).

Small steps: Breaking down self-care skills into smaller steps and supporting the child through each step so that, in time, they can do more for themselves.

Routine: Use the *same* routine or strategy each time you complete the same task to help them learn it faster.

Consistency: Be consistent with the words and signs used to assist the child, and keep instructions short and simple.

Allow enough time: Ensure that there is enough time available for the child to participate in self-care activities without feeling rushed (e.g. practice dressing on the weekend to start with before then doing it before rushing to preschool or school).

Observation: Have your child to observe other family members performing everyday self-care skills.

Role play self-care tasks such as eating, dressing or brushing teeth with teddy bears. Doing it on others can help learning it before then doing it on yourself.

Take care of others: Allow the child to brush your hair or teeth first, before brushing their own.

Timers to indicate how long they must tolerate an activity they may not enjoy, such as teeth cleaning.

Apps:

Dress up professions - playtoddlers.com (learning names of clothes and the order of dressing)

AB Vocab Scenes (great for Vocabulary learning)

Too noisy Starter - Supporting to children to report when things are too noisy or too quiet

Useful for transition to primary school: "Starting Reception" e-book on www.twinkl.co.uk



Resources on:

www.ndcs.org.uk and
www.kdcs.org



Website ideas:

https://www.kelsi.org.uk/__data/assets/pdf_file/0009/76509/School-Readiness-A-Guide-for-Families.pdf

<https://childdevelopment.com.au/areas-of-concern/self-care/self-care-skills/>

<https://www.ndcs.org.uk/information-and-support/education-and-learning/early-years/developing-your-babys-communication-and-language/>

<https://www.ndcs.org.uk/information-and-support/education-and-learning/early-years/learning-at-home-with-3-4-year-olds/>

Listening and Language Games:



Listening Walk

Take a quiet walk around the house or neighbourhood. Listen out for all the different sounds you can hear...

Stepping Stones (use cushions/bits of paper/clothes for stones)

Scatter stones across the floor and child to jump from one 'stone' to another on hearing a certain word/sound.

Silly Stories

Children to carry out actions at certain points in the story or to make sounds, such as animal noises OR make up a story about the child(ren) and every time you say (one of) their names they have to stand up/wave hand/pull a silly face.

GO!

Give instructions but the child/children must wait until you say 'go'. Vary the time intervals between the directions and 'go'. Gradually make the instructions harder. E.g. start with Touch your toes....go! Jump up and down three times....go!

Put one hand behind your back.....go! Clap our hands slowly.....go!

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Signing resources

On TV:

Mr Tumble



On iPlayer:

Mr Tumble

Magic Hands

There are many signed stories online:

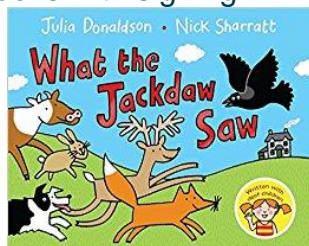
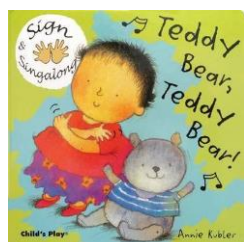
www.signedstories.com

www.singinghands.co.uk



There is also a Signed Stories app:

There are lots of lovely books with signing in:



Outside Games

Run and touch

Best played outside (in garden or on your daily trip outside of house). Identify 4 or 5 different things e.g. tree, seat, gate, swing. Say 'Run to the...'. When children can do this add another e.g. 'Run to the tree and the fence,' or 'Run to two trees'. Adapt for indoors using toys, furniture, household objects, colours 'Run to something red.'

Hide and seek

Adult hides several objects around the room/house/garden. Ask child to find the one you ask for. When a child can do this, ask them to find two objects.