Sample Research Information

The Effects of Noise
Noise can have negative consequences on a child’s education, health and behavior. Research shows:
- Stunted development of reading skills
- Poorer reading scores
- Delayed cognitive development
- Diminished speech recognition skills
- Difficulty localizing sounds
- Undesirable temperament and social interactions


Sample Considerations for Teaching Conversation

Here are some factors to consider when teaching and practicing conversation skills:
- Conduct lessons in a comfortable area (e.g., in a lounge, on the classroom floor).
- For each goal, begin practice with the teacher and one student.
- As skills are developed, include two or three students in the conversation, with or without the teacher.
- Begin with common, “scripted” routines such as morning greetings, holiday greetings and social introductions.
- To practice conversation repair (goals 4 and 5), consider feigning a lack of understanding during these activities.

Sample Structured Activity

and Everyday Opportunities to Practice

LISTENING TO VOICES: SUPRASEGMENTAL AWARENESS
GOAL 2: Identify familiar speaker

ACTIVITY 3: Name That Speaker

AGES 5 years and older

MATERIALS poem or text (optional; see Resources Book pages 21-27) 2 or more speakers familiar to the student 2 or more speechreading barriers (optional)

DIRECTIONS
1. Have two or more familiar speakers hold speechreading barriers that entirely cover their faces (or have the student listen with eyes closed).
2. Instruct one of the speakers to recite a portion of a poem or say a common phrase, such as “Hi, how are you?”
3. Have the student identify the speaker by name.
4. Repeat, presenting utterances by the speakers in random order until the student demonstrates proficiency in identifying the speakers by name.

ADJUSTING THE DIFFICULTY
To decrease the difficulty, give clues about the identity of the speaker (e.g., “This is a teacher in our hallway.”)
To increase the difficulty, have the speakers make shorter statements.

VARIATION
Have the student predict how many words she will need to hear in order to identify the speaker and say “I can name that speaker in _______ words!” After the speaker says a sentence or phrase of that many words, the student is challenged to name the speaker.

EVERYDAY ACTIVITIES/OPPORTUNITIES FOR PRACTICE
Take advantage of moments when a prominently heard voice originates from an unseen speaker. Ask the student: “Listen to that voice. Who do you think that is?”
A familiar celebrity’s voice is often used for narration in documentary films or audio books. Before showing the film or listening to the audio book, challenge the student to identify the voice and report to you afterward.
Pizza Night

Employee: Pizza to Go. How may I help you?
Student: I'd like to order a pizza for [delivery, carry out].
Employee: Okay, what size?
Student: [medium, large]
Employee: What toppings?
Student:
Employee: Thick crust or thin crust?
Student: 
Employee: May I have your last name?
Student: 
Employee: [delivery] What is your address?
Student: 
Employee: May I have your telephone number?
Student: 
Employee: Okay. Your total is [amount]. We'll be there [delivery] / It will be ready [carry out] in [number of minutes].
Student: Thank you. Bye.
Employee: Thank you for calling Pizza to Go. Goodbye.

Vocabulary to Know
- delivery
- carry out
- toppings
- crust
- thick
- thin
- cheese
- pepperoni
- green peppers
- mushrooms
- onions
- sausage
- ground beef

Listening to Music

WHAT YOU SHOULD KNOW
Music is an important part of our culture and everyday lives. As your child's musical awareness develops, it can aid the development of many other important skills, including language, reading and motor skills.
Remember that some children have a better musical ear, regardless of their hearing.

PRACTICE AT HOME
At school, your child has been practicing SPICE for Life Listening to Music.
- Goal 4: Understand lyrics to musical selection
- Goal 5: Identify vocalist by gender and name
There are times when your child needs or wants to know the words to a song or the name of a popular vocalist. It could be for an upcoming performance in a school musical or because “everyone” knows the latest hit song and he or she wants to sing along too. You can encourage your child to become more familiar with the music around you.
Song lyrics are available on the internet. Type a song title and the word “lyrics.” When listening to music, sing along and encourage your child to sing along too. Many sing-along videos are available on the internet. Search for “sing along songs for kids.” The website http://kids.niehs.nih.gov/games/songs has lyrics and some audio for popular American songs.

Encourage your child to ask about unfamiliar lyrics.
Learn together the names and voices of popular vocalists. See who can name the performer first when a song begins to play.
Be an audience for your child's karaoke performances. Ask your child to sing a favorite song (or part of a song).

HOMEWORK
To practice SPICE for Life Goal 4 with your child, search online for “educational songs grade ___.” You may particularly enjoy the fun and creative lessons at:
- http://musicforclass.com/audio/songs

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