

A woman with long dark hair, wearing a blue sleeveless top, is kneeling on a light-colored floor. She is smiling and looking down at a young child with dark hair, who is wearing a yellow short-sleeved shirt. The child is holding a book open, and the woman is pointing at the pages. The background is a brick wall. The image is framed by green diagonal shapes on the left and right sides.

Read to Me

Story-sharing with Deaf and Hard of Hearing Children

CHS

A Division of

Anixtercenter

Maddie Hinkle
YFC Coordinator

CHS Youth & Family Connections

Deaf Mentors

Resource Notebooks

Family Sign Language Classes

Community Events

ARMED and READ Programs

Education Advocacy

Resource Connections



About Me:

- BA English Literature (Oberlin College)
- MA Deaf Studies: Early Language Advocacy (Gallaudet University)
- DHH Educator
- Youth and Family Connections Coordinator
- Hearing
- Disabled



Agenda

CHS

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How We Sit



How We Read



How We Reread



What We Read

Why We Read

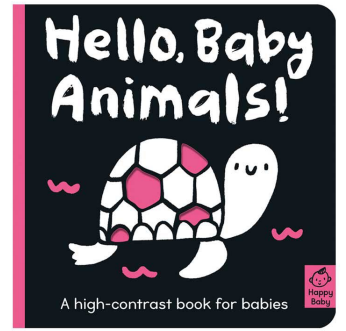
- Preliteracy skills
- Print concepts
- Phonological awareness
- Language development
- Relationships

“The age at which parents begin reading to their children is correlated with children’s language development; children who are read to from an early age tend to have higher scores on language measures later on.”

-Duursma et al. (2008)

When We Read

- High-contrast books
- Tummy Time
- Repetition and familiarity
- Undivided attention
- Make up for incidental learning





How We Sit





How We Sit





How We Read



Spring (2015)
Ailie Busby

- **Describe** what is happening
- **Connect** English text to what you read
- **Elaborate**
- **Follow** the child's lead
- **Adjust** reading style to fit the story
- **Expect** success



Attention Maintenance Strategies

- Use eye gaze
- Allow wait time
- Shift the book to draw attention
- Engage with facial expressions
- Utilize peripheral vision



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• Signing Aloud: ASL Tips

- Use ASL variation for repetitive phrases
- Adjust sign style and placement
- Incorporate fingerspelling



Duke the Deaf Dog: Never Mind! (2019)
Kelly Brakenhoff, illus. Theresa Murray

Reading Aloud: Ling Sounds

ah



oo



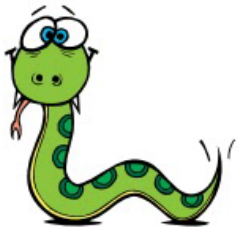
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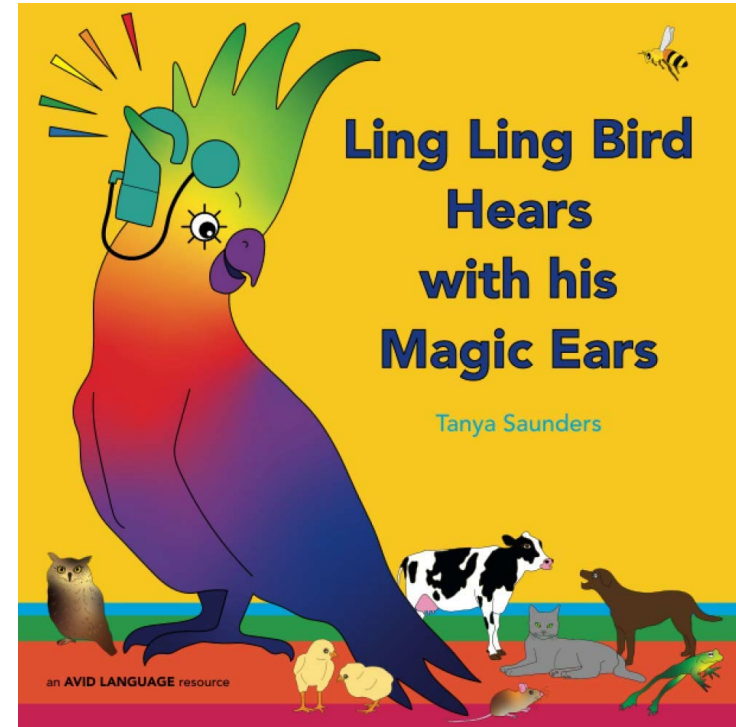
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ssss



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Ling Ling Bird (2020)
Tanya Saunders

Repetition





How We Reread

Sometimes ears need help.
A hearing aid can make sounds louder.



A cochlear implant can turn sounds
into electrical signals.



- Explain the story
- Add in more next time
- Add dialogue or narration
- Ask questions
- Expand and elaborate
- Focus on repeated phrases
- Point out specific words

“Someone’s been sleeping in my bed, too,” growled
Mommy Bear.

“Someone’s been sleeping in my bed,” squeaked Baby Bear,
“and she’s still there!”



Goldilocks and the Three Bears (2012)
Sarah Delmege, Gavin Scott (illus.)

he'll probably ask you for a straw.



When he's finished, he'll ask for a napkin.



If You Give a Mouse a Cookie (2015)
Laura Numeroff, Felicia Bond (illus.)



What We Read



Max the Champion (2014)
Sean Stockdale, Alex Strick

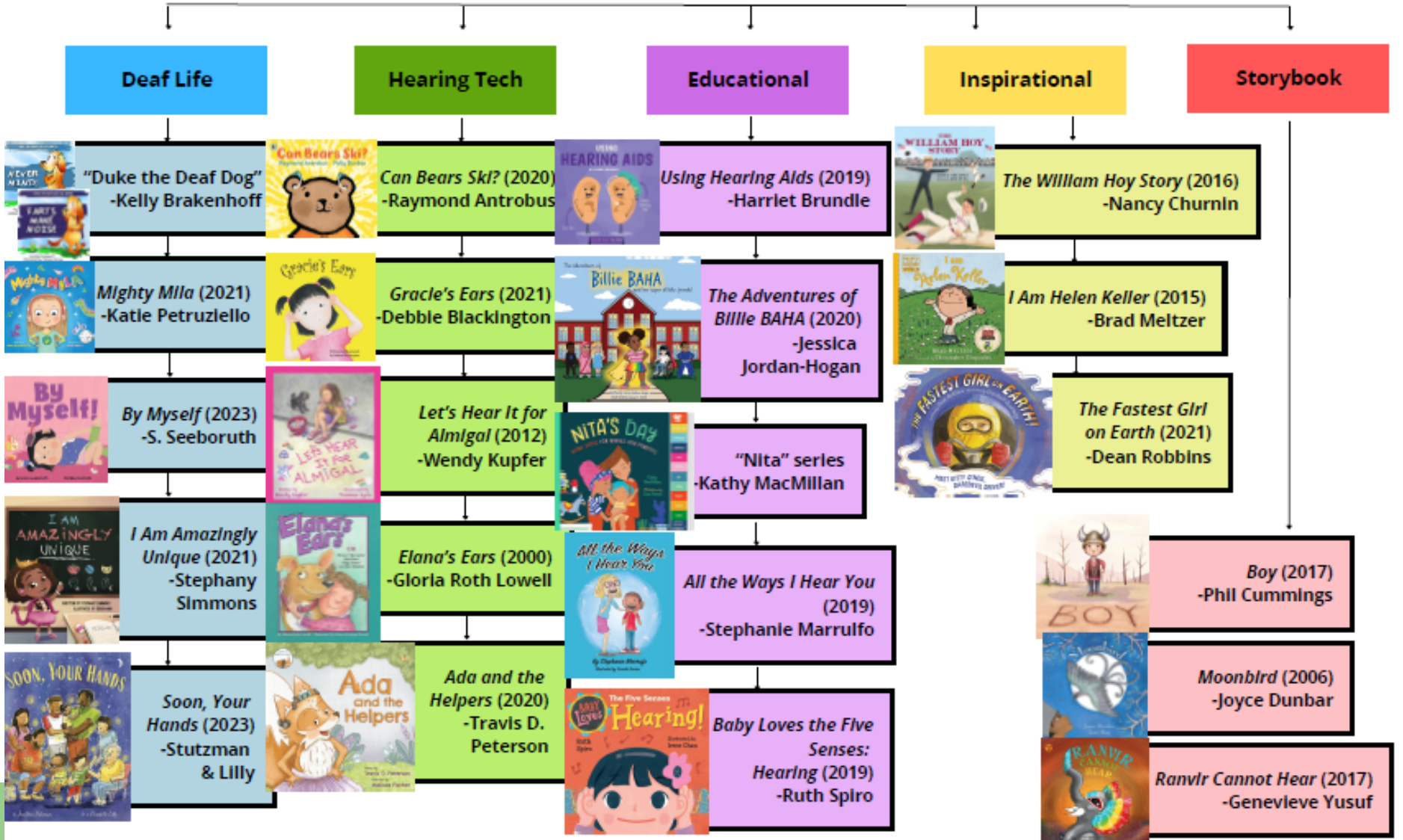
- “[The] type of literature to which children are exposed is likely to influence their general perceptions of social life.”

Beckett, et al. (2010), p. 373

- “Children’s Picture books, as one agent of socialization, are excellent opportunities to enculturate young children with open attitudes and values.”

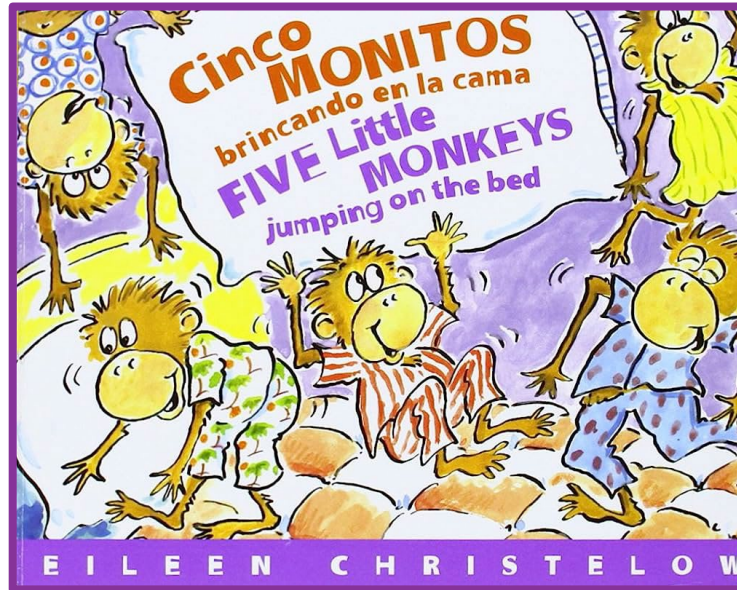
Yawkey & Yawkey (1976), p. 548

Recommendations for Representational Picture Books for Deaf Children



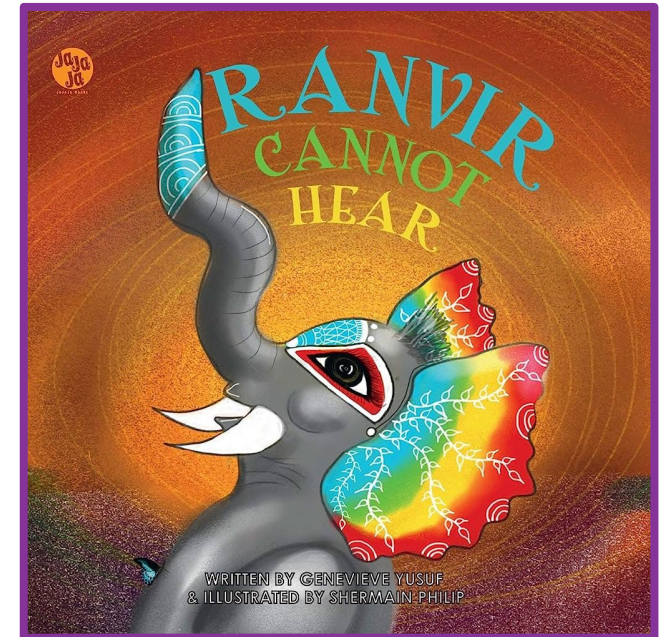
Linguistic Diversity

- Letter sounds
- Onomatopoeia
- Music and songs
- Multilingual books
- Routines
- Familial roles
- Cultural and ethnic sensitivity



Cinco Monitos/ Five Little Monkeys (2005)
Eileen Christelow, Victoria Ortiz

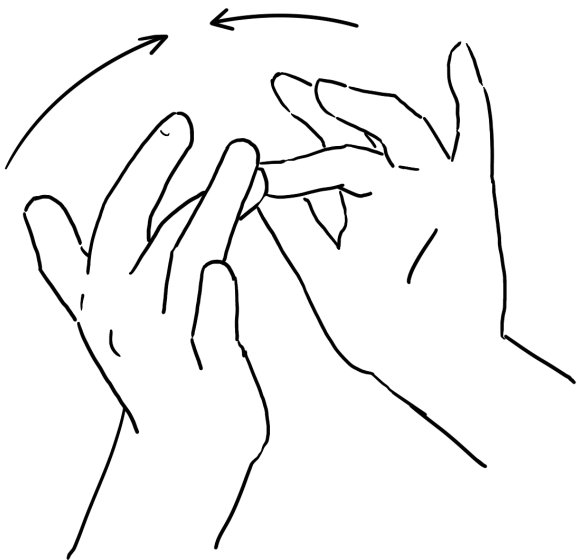
Ranvir Cannot Hear (2016)
Genevieve Yusuf, illus. Shermain Philip





I Am Amazingly Unique (2021)
Stephany Simmons, illus. Debora Mini

Contact Me



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