My Feelings and Emotions ASL Cards

(Deaf/Hard of Hearing Kit – EC COE)

Description:	Image:
Feelings and emotions flashcards with American Sign Language (ASL). One side of the card shows a feeling or emotion word with the child making the sign, and the other side shows a close-up picture of just the hands making the sign. The deck contains 27 feelings and emotions-themed cards. The cards are 3.5" L and 2.17" W and are made from coated cardstock-weight paper.	

Who Might Benefit?

Those who…

- Are deaf or hard of hearing and need early exposure to ASL.
- Have other disabilities that may make spoken communication challenging, and may benefit from ASL.
- Need multi-modal means to effectively communicate feelings and emotions (e.g., pointing to pictures, ASL, speaking).
- Need support identifying, labeling, and communicating their feelings through additional visual support or alternatives to spoken communication.
- Have adequate fine motor skills to point, pick up cards, and use their hands to imitate ASL signs.

Why Use?

Provides an opportunity for children to…

- Establish a connection between ASL and written words.
- Develop communication skills through general vocabulary enrichment.
- Develop competencies in communicating using ASL specifically.
- Develop skills to identify, label, and express emotions.

Instructions for Use:	Adaptation Ideas:
Environmental Considerations • My Feelings and Emotions ASL cards can be used in any environment, such as community, home, school, etc., due to their easy portability (small size and weight). • Some children may feel more comfortable in a one-on-one discussion of feelings rather than in a whole group setting. • A quiet, more private area of the classroom could be considered for a child who has difficulty taking about or controlling their feelings. Positioning • The My Feelings and Emotions ASL cards would work best played on a flat surface where the cards could be easily viewed. • A child could interact with the cards sitting at a table or on the floor, standing, or lying on their belly. Alternate Positioning • The My Feelings and Emotions ASL cards could also be used on a slant board to improve physical and/or visual access of the cards to the child. Basic Play/Use • Lay a card on the table, demonstrate the emotion/feeling, then speak and sign the emotion/feeling on the card to the child. Ask the child to imitate the sign. • Lay a card on the table and demonstrate the emotion/feeling. Ask the child to sign the emotion/feeling word on the card. If the child needs additional support to sign the word, ask the child to turn the card over to see the picture of just the hand demonstrating the sign. If the child needs more support, sign the feeling emotion word to the child. • Use cards like flashcards, showing each card separately, and asking the child to sign the emotion indicated on the card. Extended Play/Use	Optional Additional Materials/Supplies • Velcro • Duct tape Build It Up • Duct tape can be used to create a raised border around the edge of the game cards for easy gripping. Stabilize It • Hook and loop Velcro could be used on the game cards to stabilize them so they don't move out of place. Simplify It • The number of game cards and objects presented to the child at one time can be limited initially and increased over time. Contain it • Cards can be put in a tray to keep them in a confined area. Work mats or colored painters' tape can also be used to visually define spaces where the cards can be used Add Sensory Cues • Cards could be displayed on a high contrast background. • Tactile cues, such as puffy paint, could be added to the cards to increase touch identification if needed. Communication Support • Consider using/modeling game-related comments using a communication board if appropriate to the child's needs (does not have the manual dexterity for ASL consistently or needs additional visual cues to communicate). DIY Alternatives • Create your own cards using card stock and hand-drawn pictures or stickers.

• Lay two cards on a table face up and ask the child to find one of the specific cards and sign it. If the child is correct, they take the card, and if not, the cards are both added back into the deck. As the child gains mastery, additional cards could be included to increase the choices available to the child. • An adult could label and place a few of the cards on the table. The child could then be asked to choose which card represents their current emotion. • Ask the child to demonstrate the emotion on the card. You sign an emotion, and the child determines if you have used the correct sign as indicated on the card. Play/Use with Others • 2 or more children could play a flashcard game where they are asked individually to demonstrate the emotions/feelings sign on the card while competing to get the most cards correct.	

Additional Considerations:

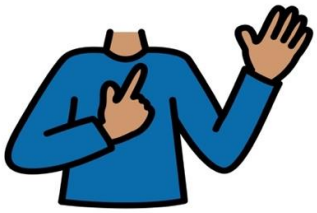
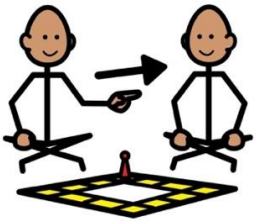
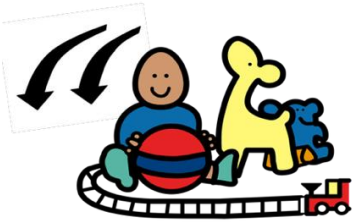
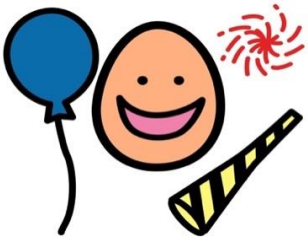
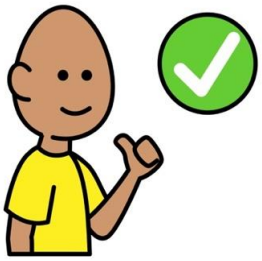
- American Society for Deaf Children has compiled Social Stories and Social Articles in ASL to support parents, educators, professionals, and advocates as they teach and share information about social communication or interactions, rules, expectations, or routines with children who are Deaf/Hard of Hearing. Social Stories and Social Articles are a safe and supportive way to provide children with information about social changes and expectations.
- ASL Kids Sign Language for Kids - ASL Kids offers free video lessons, ASL alphabet poster, tips on getting started and a free ASL dictionary app.
- Fun American Sign Language Games to Help You Learn ASL - provides a list of easy games to play with common classroom materials. There is also a list of other games for purchase.

Ohio Early Learning Standards

- LL: Language and Communication. Develops and expands understanding of vocabulary and concepts (1b.).
- SE: Self Awareness: Develops an understanding of emotions (1.b.).
- SE: Self Awareness: Begins to manage emotions and actions (2.a.).
- SE: Social Awareness: Develops empathy toward and understanding of others (3 a.).
- SE: Relationship Skills: Develops ability to use simple strategies to resolve conflicts with peers (4.c.).

- PW: Motor Development: Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination (1.b).

Words to Encourage Play/Use

My turn 	Your turn 	Try again 
Turn it over 	I win 	You win 
Play again 	This is fun 	All done 

Adapted from: Haugen's Modes for Adapting Toys based on materials from the "Let's Play" Project at the University of Buffalo

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