

Cochlear Tots Program in association with Southern ENT

Date: February 2021

Venue: Bright Eyes Centre for Children with Visual Impairment

<u>Audition</u>	<u>Receptive Language</u>	<u>Expressive language</u>	<u>Speech</u>	<u>Social</u>	<u>Cognition</u>	<u>Songs</u>	<u>Story</u>
<p><u>Level 1: (0-3 months)</u> Shows awareness of sound – voice and environmental</p>	<p>Responds to sound by quieting or smiling</p>	<p>Vocalises in response to voice-like sounds. Learning to Listen Sounds</p>	<p>Coo, gurgle in response to stimulus.</p>	<p>Greeting – Smiling, looking, vocalising or waving. Requesting/ Demanding/ Insisting on help or asking for seeking attention. Rejecting – head shaking.</p>	<p>Anticipates events, e.g. Waits for adult read a story or start an activity.</p>	<p>I went to visit the farm one day... I ride my little bicycles ...</p>	<p><u>Big Red Barn – Margaret Wise Brown</u> <u>Aids: Farm animals and selection of toy barns.</u></p>
<p><u>Level 2: (10 – 12 months)</u> Detection Localisation Detects Ling-6 sounds</p>	<p>Begins to learn common daily phrases.</p>	<p>Frequently responds to songs or rhymes by vocalizing Sings familiar songs and rhymes</p>	<p>Vocalises on demand.</p>	<p>Understands greetings. Turn taking starting to develop.</p>	<p>Matches puzzle and picture book images. Distinguishes Same/ different</p>		

<p>Level 3: (19 – 24 months)</p> <p>Detection in a noisy environment</p>	<p>Starts to understand negation.</p>	<p>Sings known songs and rhymes. Produces animal and relevant sounds when presented with a puzzle piece. (Learning to Listen sounds)</p>	<p>Imitates /p/pig, /c/ cat, /d/ duck, dog.</p>	<p>Greets familiar friends and adults in the group</p>	<p>Greets familiar friends and adults in the group</p>	
<p><u>The Age level in brackets are hearing ages according to Cochlear – Integrated Scales of Development and are suggested guidelines.</u></p>				<p><u>AVT: techniques and strategies</u> Use of Parentese Acoustic highlighting. Joint attention <i>(Cochlear – Sound Foundations for Babies guide)</i></p>		
<p>Activity:</p> <p>Puzzles are some of my favourite therapy toys because they are so varied and versatile. They can be selected for any age and ability and can be used with multiple aims in mind, for example:</p> <ul style="list-style-type: none"> • Language development • Fine motor control • Visual closure • Visual discrimination • Concentration • Shape recognition • Task completion • Problem solving 				<p>Materials</p> <p>Farm – piece sound puzzle – Introductory activity</p> <p><u>Selection of age appropriate puzzles and books</u></p> <p>Farm animals: Busy farm lift the flap book</p> <p>Wild Animals: Dear Zoo : We’re going on a Lion Hunt</p> <p>Pets: Rumpus at the Vet - Lyndley Dodd</p> <p>Vehicles: Cool Cars – Tony Mitton Tough Trucks</p> <p>Insects: Have you seen the Crocodile?</p>		
<p>We start with a group listening activity.</p> <p>I build a 24-piece Farm themed puzzle that comes with a soundtrack of animal noises. The children insert the animal pieces as the hear the specific animal noises.</p>				<p><i>Although this is a good activity for older children, I should have played the animal sounds and identified them with the children before building the puzzle with them. It was a little confusing as the sounds were sometimes not obvious to a specific creature or familiar to the children, for example, the peacock and the dove sounds.</i></p>		

Suggested vocabulary

Nouns

- Book
- Puzzle
- Vocabulary related to specific puzzles, for example, animal names, size, colour, etc.

Verbs

- Tip out
- Turn
- Finish
- Stop
- Shake

Song: I went to visit the farm one day
I saw a duck across the way
What do you think I heard him say?
Quack, quack, quack etc.
Repeat with horse, cow, sheep, cat, dog...

Story time: The Big Red Barn: Margaret Wise Brown

Conclusion: Fun dancing – music

Bubbles in the garden

Additional activity suggestions:

- I would suggest repeating the first group activity with older children.
- You can also add plastic toy animals or toys to match and place onto the puzzle pieces.

Date	What did your child do?