

Cochlear Tots Program in association with Southern ENT

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>Level 1: (0-3 months) Detection Auditory feedback loop</p>	<p>Responds to sound by quieting or smiling</p>	<p>Vocalises in response to voice-like sounds</p>	<p>/p/ Coo, gurgle in response to stimulus.</p>	<p>Greeting Head shake for "no". <i>Eye contact</i></p>	<p>Anticipates events, e.g. on/off command.</p>	<p>Green means go Yellow means slow And Red means STOP...</p>	<p><u>Buzzz, went the Bee – Wendy Lewison</u> <u>Aids:</u> Vibrating bee toy Animals to stack as the story progresses.</p>
<p>Level 2: (10 – 12 months) Detection Localisation</p>	<p>Follows simple 1 item instructions, e.g. "push" Gives toy/item to adult on verbal request</p>	<p>Frequently responds to songs or rhymes by vocalizing Sings familiar songs and rhymes.</p>	<p>Starting to imitate sounds and number of syllables used by others.</p>	<p>Understands greetings. Turn taking starting to develop.</p>	<p>Waits for adult give "go" or "stop" command.</p>		

<p><u>Level 3: (19 – 24 months)</u> Localisation Auditory memory of 2 items.</p>	<p>Chooses two familiar objects. Comprehends action phrases, e.g. push, wait, go.</p>	<p>Uses own name Uses possessive noun, <i>mine!</i></p>	<p>Approximates words. Uses suprasegmental features.</p>	<p>Initiates pretend play Developing turn taking in conversation</p>	<p>Activates mechanical toy (touch light in this case)</p>		
<p><u>The Age level in brackets are hearing ages according to Cochlear – Integrated Scales of Development and are suggested guidelines.</u> Level 1: On/off, Wait/Go Level 2: Push/Wait/Go 1,2,3 Go Level 3: Mark the lights with colours or shapes or numbers and give specific directions, for example, “touch red, then blue.” Touch #1, then, #4 and then # 2.</p>				<p><u>AVT: techniques and strategies</u></p> <ul style="list-style-type: none"> • Wait time • Imitation of last word/sound heard 			
<p>Activity:</p> <ul style="list-style-type: none"> • Start the session with familiar songs. • ‘Push’ car – The car propels forward when pushed. Each child has a turn to manipulate the toy, following the instruction to “push”. • ‘Pull’ activity – 2 children pull a Christmas cracker together. • Introduce touch lights. Play on/off and stop/go game. • Give specific instructions on each child’s level. • Hand over to caregivers to play with their child and give appropriate instructions. 				<p>Materials</p> <ul style="list-style-type: none"> • Colour stickers • Shape stickers 			
<p><u>Suggested vocabulary</u> Nouns</p> <ul style="list-style-type: none"> • Light • On/Off • Counting 1,2,3 etc. Go! 				<p>Verbs</p> <ul style="list-style-type: none"> • Tip out • Push • Go • Stop 			

Song: Where is Noah/child's name...? , Where is?

There you are, there you are
We're so glad to see you, we're so glad to see you
Here today, here today...

Story time: Buzz went the bee ... Wendy Lewison

Conclusion: Fun dancing – music

Bubble in the garden

Additional activity suggestions:

- Playing with a torch to find items, e.g. Where is the door? Shine the light on the door?
- Where is Daddy? Shine the light on Daddy etc.

Date	What did your child do?