


**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><u>Level 1: (0-3 months)</u><br/>Detection<br/>Auditory feedback loop</p> | <p>Responds to sound by quieting or smiling</p>                  | <p>Pop<br/>Up, up, up<br/>Round and round<br/>(LTL sounds)<br/><i>Vocalises in response to voice-like sounds</i></p> | <p>/m/more<br/>Coo, gurgle in response to stimulus.</p> | <p>Greeting<br/>Head shake for No<br/><i>Eye contact</i></p>                                       | <p>Anticipates events, e.g. Waits for adult to blow the bubbles/knock down the blocks</p> | <p>Agadoo<br/>Jack-in-the-box</p> |  <p><b>Song:</b><br/>"Have you seen the little ducks?"</p> |
| <p><u>Level 2: (10 – 12 months)</u><br/>Detection<br/>Localisation</p>       | <p>Follows instruction to Stack the blocks – up, up! D down!</p> | <p>Frequently responds to songs or rhymes by vocalizing<br/>Sings familiar songs and rhymes</p>                      |   | <p>Understands greetings. Turn taking starting to develop.<br/>Responds to "wait" instruction.</p> |   |                                   |   |

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| <p><b><u>Level 3: (19 – 24 months)</u></b></p> <p>Localisation<br/>Discriminate songs/tempo of percussion instruments (fast/slow)</p>  | <p>Chooses two familiar objects, e.g. a big block and a small block.<br/>Comprehends Action phrases.</p> | <p>Makes requests, e.g. more.<br/>Uses possessive pronouns - mine</p> | <p>Approximates words<br/>Uses suprasegmental features</p> | <p>Responds to requests from adults<br/>Initiates pretend play.</p>  | <p>Begins to categorise objects in play, big blocks, Lego etc.<br/>Stacks blocks and builds towers.</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><br/>Speech Babble through Play<br/>Wait time<br/>Joint attention</p> <ul style="list-style-type: none"> <li>(Cochlear – Sound Foundations for Babies guide)</li> </ul>  |   |  |  |
| <p><b><u>Activity:</u></b></p> <p>Introduce the selection of blocks to the adults and discuss vocabulary and activity possibilities with them. The children and caregivers are invited to play with the blocks of their choice and the adults are guided and encouraged to</p> <ul style="list-style-type: none"> <li>discuss and alert the children to differences and similarities between blocks</li> <li>name colours</li> <li>discuss picture blocks</li> <li>build towers</li> <li>knock down the blocks etc.</li> </ul> |  |   |  | <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Big Mega Blocks</li> <li>Duplo</li> <li>Lego</li> <li>Irregular wooden blocks with photos</li> <li>Standard Pre-school wooden blocks</li> <li>Large tactile blocks with numbers and noise-makers</li> <li>Picture cubes</li> <li>Dice</li> </ul> |   |  |  |
| <p><b><u>Suggested vocabulary</u></b></p> <p><b><u>Nouns</u></b></p> <ul style="list-style-type: none"> <li>Colours</li> <li>Textures- soft, smooth, hard, bumpy, etc.</li> </ul>  |  |   |  | <p><b><u>Verbs</u></b></p> <ul style="list-style-type: none"> <li>Shake</li> <li>Stack</li> <li>Push</li> <li>Throw</li> <li>Catch</li> <li>Roll</li> <li>Round and round</li> </ul>   |   |  |  |

**Song:** Have you seen the little ducks?

**Story time:** Toddle Waddle – Julia Donaldson/Nick Sharratt

**Language:** What will you put on first? What next? Etc.  
Spread, spread...  
Mmmm, do you like that?

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| Date | What did your child do? |
|------|-------------------------|
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