Rehabilitation
Hearing Implants

MED EL

LittlEars®

Diary Activities

hearLIFE

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

(Problems with listening devices, sickness, poor attendance, family problems affecting child care, etc.)

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Materials

Two sets of associated toys:

Set 1:
Doll, Spoon, Cup, Cloth
Bib, Bed, Cover, Bottle

Set 2:
Toy cars or train
Toy people
Small cardboard box or stacking cup
(representing a house)

Containers in which to place these sets of toys. Containers may be gift wrapped, or better still, have a simple large picture on them to cue the child to what is inside, e.g., a picture of a doll being fed with a spoon from a cup OR a car with a person inside.
(Containers should be easily opened.)

Activity

Surprise boxes:

- Try to get the child interested in a container before opening it.
  You may bring it out from under a cloth, shake it and listen to the sound or bang on it.
- Try to draw the child's attention to the picture on the container, talk about it very briefly.
- 'Peek' inside the container and encourage the child to look inside.
- Allow the child to open the container and take out what he or she wants.
- Allow the child to freely handle the items.
- Follow the child's interest, talk about what the child is doing.
  At opportune moments, try to model appropriate play, for example, feeding the doll or wiping the doll's mouth.
- Focus on facilitating the child's play, playing as the child wants to play.
- Reward the child for interacting with you by responding – this interaction may simply be a look or a vocalization combined with a gesture indicating that he/she wants something.

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Materials

A collection of toys/objects that make a noise:

Plastic duck
Toy dog that barks when squeezed
Ball that makes a sound when shaken
Toy that plays music
Wooden spoons for banging together

Long sock/stocking to hide toys in
(tied at open end)

Cloth for wrapping up toys

Activity

Play with noise making toys:

- Draw the child's attention to the stuffed sock/stocking.
- Let the child handle it.
- Encourage the child to pull the tie to open one end. Peek inside.
- Encourage the child to pull an object out.
- Encourage the child to explore the object. Show the child how to make the object make a sound.
- Listen to the sound from quiet.
- Make a similar sound with your voice. Have a few props ready to do something with the toy, e.g. a bowl and water to make the duck swim, or a bucket to throw the ball in.
- Try to sustain the child's attention by hiding the object and then finding it again, e.g. inside the child's jacket or pocket or hide it under a cloth.
- When the child gets bored encourage him to pull another object out of the sock.
- You could finish the activity by encouraging the child to push the objects back into the sock and then pick up the sock and put it away together on a shelf or in a cupboard.

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Materials

Cloth
Cloth shoe bag
Finger puppets
Small ball/s
Plastic stacking cups

Activity

1. Peek a boo:

- Put a cloth over your head.
- Encourage the child or helper to pull the cloth off. Pull a funny face, laugh and say, 'peek a boo!'
- Encourage the child to take a turn. Before pulling the cloth off the child's head say something first which can be repeated each time you do this action, e.g., 'I'm going to find you!'

2. Finger puppets:

- Without the child seeing put a finger puppet on.
- Hide your hand in a bag.
- Encourage the child to pull the bag off, play at snatching your hand away.
- Wiggle the finger with the puppet on it, play at tickling the child with it.
- Allow the child to examine the puppet, pull it off and try it on.
- Sustain interest by having the puppet do things like rolling a ball along.
- Change puppets before the child gets bored.

3. Balancing stacking cup on head:

- Draw the child's attention to your face by balancing an object on your head - waggle your head and make the object fall – catch it. If the child allows, change roles.
- Try to repeat this play routine a few times saying similar things each time.

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Materials

Plastic laundry basket

Washing line
(String strung between two table legs)

Pegs in peg bag

Some clothing items belonging to the child or sibling

A cupboard or drawer for putting clothes away

Activity

Play at hanging and putting away washing:

- To gain the child's attention and motivate him to play, in the child's absence, hang some familiar items of clothing on an improvised washing line leaving some in a washing basket with a peg bag and pegs.
- Follow the child's interest. If the child goes first to the washing line and pulls laundry off, try to develop this action by encouraging the child to squeeze the peg to release the clothing item, put the pegs back in the bag and maybe fold the item.
- Try to talk about what the child is doing and thinking. If, while placing a peg in the bag the child tips out all the pegs, the adult should try to play and talk about filling and emptying pegs.
- Work on following the child as opposed to trying to 'teach' the child or 'direct' his/her actions.

Additional Activities:

- Folding and putting away clothing items, hanging clothes, playing with pegs, attaching them to each other to make a chain, trying on some items, sitting in the laundry basket, being pushed around in the basket pretending it's a car and putting the basket over the child's head and saying, 'peek-a-boo!'
- As well as playing 'pretend' laundry in a play session, the child will really benefit from conversing with the parent while being involved in washing activities at home on a regular basis
- Child and parent can load the machine and put in detergents together; the child can pass pegs to the parent as s/he hangs up the washing. The parent and child can sort and put away clean laundry.

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Materials

Toy props associated with chosen rhymes:

For Two Little Dickey Birds

A toy bird

Before singing, parent and child could look at and feed real birds or a bird in a cage

For This Little Piggy

A cardboard/cloth book picturing the rhyme

Activity

Rhymes and finger play:

Two little dickey birds

Two little dickey birds sitting on a wall
One named Peter one named Paul
Fly away Peter
Fly away Paul
Come back Peter
Come back Paul

(This rhyme can be introduced by playing with 2 toy birds, making them fly, pretending to feed them, etc.)

Suggestions for other rhymes:

Round and round the garden.

Round and round the garden
Like a teddy bear.
One step, two step,
Tickle you under there.

This little Piggy went to market.

This little piggy went to market.
This little piggy stayed at home.
This little piggy has roast beef,
This little piggy had none.
And this little piggy cried "Wee! Wee! Wee!" all the way home.

Try to associate a toy or a picture with each rhyme you say. It is better to have a small repertoire of rhymes that you say often than keep introducing new ones. This is so that the child can become familiar with certain rhymes.

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Materials

Cardboard boxes of various sizes, with one end open, covered in wrapping paper

Big ball

Activity

Play with cardboard boxes:

- Show the child the biggest box (with other boxes inside).
- Open the lid and peek inside.
- Quickly close it again – this should encourage the child to want to peek inside.
- Allow the child to try and pull the other boxes out. You can pretend it is difficult to pull the other boxes out, you may ask for help. If the child doesn't know what to do you may model some activities.

Additional Activities:

- Carry large (light) boxes around.
- Cross the room and ask the child to bring you a box.
- Sustain the child's interest by putting something inside a box.
- Boxes can be placed on top of each other or inside of each other.
- Build a tower together and then knock it down with a ball or by pushing it. Usually infants will not be able to wait for a tower to be built and will start knocking it down immediately, the adult should not get exasperated.
- An item can be hidden under a box in the child's vision and then you can play at finding it.
- The child may enjoy sitting in a box and being pushed around in it.
- Make car sound noises as you do push the child around and encourage the child to say, 'beep-beep' and steer a pretend steering wheel.

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Materials

Bottom kitchen drawer filled with 'safe' items for child to handle.

Possible items:

Small saucepans with lids
Wooden spoons
Plastic measuring cups
Metal spoons
Plastic Colander

Activity

Making different sounds with kitchen utensils:

- Encourage the child to explore items in the drawer.
- Follow the child's interest and play the way the child wants to play.
- If the opportunity arises, the adult may show the child how to put food in a pan, stir it and put the lid on, etc.
- If the child makes a sound with the utensils the adult should draw the child's attention to it and show her how to make some different sounds, e.g., banging saucepan lids together like cymbals, scraping the handle of a wooden spoon along colandar, shaking plastic measuring cups with teaspoon inside. Encourage the child to take turns at playing several different things.
- Listen while the child plays – indicate whether the sound is loud or soft, pleasant or unpleasant.
- Encourage the child to let you play while he/she listens.
- Allow the child to change 'instruments' as he/she likes.
- Child, adult and therapist could 'play' utensils all together – one could be the conductor who says, 'PLAY' and 'STOP.'

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Materials

Two changes of clothes:

Vest, pants, T-shirt, cardigan, sweater, skirt, dress, shorts, trousers, socks, tights, shoes, boots, etc.

(Have items of different colors, sleeve lengths, textures and thickness so that a choice can be offered.)

A bag owned by the child to put the clothes in.

Activity

Getting dressed:

- Draw the child's attention to the bag, encourage the child to open it and peek inside. Help the child pull out some items, talk about whose clothes they are. You can have fun trying to put on clothes or shoes that are too small for you, etc. You may prompt the child to communicate by kidding that his shoes are your shoes.
- Encourage the child to allow you to take off his shoes and socks and change them for ones out of the bag. Try to offer choices, 'Do you want to put on boots or slippers?' Play and talk with the child as you help him to dress by tickling under arms, saying, 'boo' as the child's head pops out of the sweater, or by counting and tickling toes.
- The adult should encourage the child to actively participate by trying to fasten velcro fasteners, trying to pull up trousers, etc.

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Materials

Cardboard box large enough for toy dump truck with one end cut to make a door

Large plastic dump truck with tip up back for unloading.

In a separate container:

Wooden blocks
Action doll/s
Damp cloth (wet wipes)
Toy bucket
Brush

Activity

Play with dump truck:

1. Filling and emptying
2. Pushing along
3. Cleaning

- Present the cardboard box with the dump truck in it.
- Encourage the child to open the 'door' of the 'garage' by peeking in and talking in an excited voice.
- Encourage the child to take the dump truck out.
- Allow the child to freely handle and explore the dump truck talking about what he/she is interested in, e.g. turning wheels or the back that comes up.
- Try pushing the dump truck along saying, 'vroom, vroom.'
- At an opportune moment introduce the blocks by shaking the bag they are in and listening to the sound. Encourage the child to listen.
- Allow the child to empty the bag of blocks.
- Try to put the blocks in the back of the dump truck – taking turns.
- Allow the child to tip them out before they are all in!
- Introduce dolls – have one each, make them pick up blocks and put them in the dump truck.
- When the child is ready for a change in activity you could give each doll a wet wipe and have them 'clean' the dump truck together – one could be the conductor who says, 'PLAY' and 'STOP.'

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Materials

Play dough
Cat and dog shapes
Toy sets

Toy cat set

Toy cat, bowl, drop of milk, ribbon with bell to tie around cat's neck, cushion or toy chair to sit in.

Toy dog set

Toy dog, bowl, pieces of biscuit, dog bed or basket, dog leash.

Activity

Play with play dough, cat and dog shapes and associated toy sets:

- Hold a can of play dough in one hand.
- Hide your hands behind your back – ask the child to choose a hand.
- Show excitement when the child chooses the correct hand. Allow the child to try and open the dough can.
- Smell the dough, allow the child to handle it freely. Encourage the child to squeeze, pat and roll the dough. Play the same hiding hand game to introduce a cat shape. If the child allows, press his/her dough flat, place the shape and encourage the child to press the shape down to cut out a 'cat.' If the child does not want you to touch his/her dough you can use your own dough and shape to 'model' the activity.
- Pretend the 'dough' cat is real and call it saying, 'here, kitty, kitty,' make 'meow' sounds.
- Do the same activity with a dog shape.
- To keep the child interested for longer, and to be able to use repetitive language, when the child is bored with the dough, introduce associated toy sets one at a time.

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Materials

Two changes of clothes:

Plastic sheet to spread on floor to protect carpet.

Plastic doll with hair

Dirty set of clothes

T-shirt, pants and socks

Clean set of clothes

Pajamas
Warm water in plastic jug
Small cup
Plastic bowl
Soap
Shampoo
Towel
Bottle

Activity

Bathing baby doll:

- Draw the child's attention to the doll dressed in dirty clothes by making the doll pop in and out from behind a box of materials saying, 'peek a boo!'
- Encourage the child to catch the doll.
- Allow the child to handle the doll.
- Smell the doll and indicate that it is dirty and smelly.
- Show the child and talk about a picture of a baby having a bath, pasted on one side of the material box.
- Let the child peek into the material box.
- Talk about bathing your doll.
- Allow the child to take out and explore materials (except water).
- Talk about what the child is interested in.
- Some infants may just put the washing bowl over their heads or try to get into the bowl, etc.
- Try to prompt the child to move on by modeling activities or introducing new items at opportune moments, e.g. introduce the water, encourage the child to hold out their hand or a small cup to catch water.
- Allow the child to open the lid and pour some shampoo out or soap the cloth etc.
- Help the child roll up their sleeves and carefully wash the dirty doll, encouraging them to do their best to keep the water in the sink or washing area.

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Materials

Balloons
(if you aren't sure whether or not your child has latex allergies be sure to purchase allergy-free balloons)

Bottle of water
Felt tip markers
Pin
Pump

Activity

Balloon Play:

Blowing up and then letting go of a balloon.
Hitting a balloon to each other
Bursting a balloon – Pop!
Drawing a face on a balloon
Filling a balloon with water

- Indicate to the child that you have something in your pocket.
- Allow the child to pull out a red balloon.
- Move to a different pocket – have the child pull out a yellow balloon.
- Ask the child to choose a color.
- Get the child to help you attach a balloon to the pump, press the pump together, listen and then make a similar sound. On the count of three, release the balloon, watch it fly away, wave bye bye, instruct the child to go and get it.
- Ask the child if he wants to blow up the balloon again, etc.
- This time manipulate the mouth of the balloon – listen to the strange noises – try to make similar sounds.
- Tie the end of a blown up balloon, play at hitting it to each other.
- Say, 'my turn,' 'your turn.'
- When the child gets bored, if he/she is ready and paying attention, burst the balloon – Pop!
- Blow up another one together and let the child burst it this time.
- Fully involving the child, fill a balloon with water – Knock it from side to side. Listen and make the sound – 'Blop, blop!'
- While pointing to and talking about the child's eyes, draw eyes on a balloon.
- Squeeze the water out. Draw the nose, mouth, ears etc., in the same way.
- You may save some of these activities for another day.

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Materials

Two Mr. Potato Head toys
Bag to keep Mr. Potato Head in

You may use one Mr. Potato Head toy and a cardboard figure of a potato head if you only have one toy.

Activity

Mr. Potato head:

To gain the child's attention present the toy in a different way by placing it inside a shopping bag or back pack.

- Encourage the child to open the bag himself.
- Allow the child to tip out all the pieces.
- Talk about the body part the child handles, e.g., arm.
- Try to draw the child's attention to his own arm and match toy parts to real body parts.
- Have another potato head made up which you can bring out at an opportune moment.
- This may encourage the child to complete his own Mr. Potato Head. Having two potato heads means you can have a dialogue. Say 'hello,' shake hands, kiss each other, etc.
- Don't insist on the child naming or placing the body parts correctly. The aim of the game is to communicate, share ideas and have fun together.
- By now your child may have started asking you to name objects. As the child begins to understand and say words you need to provide the child with the words he/she needs using short, repetitive, simple phrases which he/she can understand.

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Materials

Three surprise boxes containing:

Airplane
If possible, one that toy people can sit in, with a cardboard runway.

Car/minibus/bus
If possible, one that toy people can sit in, with a ramp.

Boat
If possible, one that toy people can sit in.

Plastic container
Water

People can be made by painting faces on spools and can be secured onto vehicles with tape, etc.

An extra airplane, car, and boat for parallel play and/or interactive play, e.g. bumping, following and racing each other.

Activity

Play with vehicles:

- Present the child with 1 surprise box at a time.
- Allow the child free access to the toys.
- As well as talking about what the child is doing, in short, clear phrases, also try to focus on the sounds made by each vehicle, e.g. 'vuuuu' for plane, 'vroom' for car, 'chug chug chug' for boat.
- Introduce other words like 'stop' and 'go.'
- Encourage the child to try and imitate these words by pausing, looking expectantly and praising the child's attempts.
- Sustain the child's interest by doing things with the toy people like making them get on and off the vehicles. Try to establish dialogue between 'people' say, 'hello' to the pilot/driver/captain, etc.
- Try to establish turn taking. The adult flies the plane then the child flies the plane. The adult puts a person on the bus then the child puts a person on the bus.
- If the child is mature enough, you can play at only making the vehicles move when there is sound. For example, the child only pushes the car along when Mom says, 'vroom.'
- You can try to change roles so that the child makes the sound.
- You can also play at speeding up action when words are presented quickly, e.g. chug chug chug,' as opposed to 'chuuuug.....chuuug.'
- If the child prefers to play alone, and is not communicative, the adult may try gaining his attention through parrallel play.

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Materials

Set of colored plastic tea cups
Saucers
Spoon
Side plates
Teapot
Water jug with a little water
Pot with a few sugar cubes or a pack of sweeteners
Tea bag
A few bite size biscuits
Plastic tray to contain spills

Activity

Tea party and 'Teapot' song:

- Present the tea cups, saucers, plates, spoons and teapot in a large tin biscuit cookie box.
- Shake the tin and 'listen.'
- Look at the picture of biscuits on the side of the tin, 'smell' them, pretend to enjoy eating a biscuit.
- Encourage the child to open the tin, allow the child to handle the cups and saucers etc.
- Play at stirring and drinking imaginary tea.
- Play at giving each other a cup of tea, saying, 'thank you' saying, 'it tastes nice,' etc.
- Sustain the child's interest by introducing, a tea bag, water and sugar.
- As long as the child behaves well allow him/her to make some 'real' tea with cold water – pretend it's hot.
- Encourage the child to pour out tea and serve it to all in the room saying, 'here you are' and 'thank you.'
- At this point introduce the biscuits (hidden in the tin).
- Gain the child's attention by shaking the tin. Have the child try to open the packet of biscuits.
- Smell the biscuits, talk about their shape.
- Have the child serve everyone a biscuit on a plate (opportunity for repetitive language).
- Eat the biscuits!
- Sing: "I'm a little teapot" – do the actions.
- Sing this song each time you make tea at home.

I'm a little teapot,
Short and stout,
Here is my handle (one hand on hip),
Here is my spout (other arm out straight),
When I get all steamed up,
Hear me shout,
Tip me over and pour me out!
(lean over toward spout)
I'm a very special teapot,
Yes, it's true,
Here's an example of what I can do,
I can turn my handle into a spout,
Tip me over and pour me out!,

Week 16

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Materials

Two small drums
Drum sticks
Drummer's paper hat
Cardboard screen
Music player
Marching music
One or two large rag dolls

Parents can make these dolls at home from their child's old baby clothes. The body can be a plastic water bottle, with some beans inside it, so that the doll makes a sound when shaken. Also the doll could have a bell necklace or a bracelet.

Activity

Playing and responding to drum beat, responding to music:

- Encourage the child to open the cupboard door and take out drums, hats and sticks.
- Sling the drums over your shoulders and put on hats.
- Beat the drum as you march around the room.
- Say a sound like, 'boom boom' as you beat the drum. Encourage the child to do the same.
- After having some 'loud' fun encourage the child to sit down and listen carefully to the drum from quiet.
- Play the drum loudly, softly, slowly and quickly.
- If the child allows, you could try to take turns at beating the drum.
- You could listen to some marching music and only beat the drum when the music plays.
- You will have to draw the child's attention to sound and silence.
- Try to make it 'fun,' for example, startle when the music starts.
- Stop 'dead' when it stops and say, 'shhh.'
- When the child has had enough you could put the drums away and introduce a rag doll.
- You can make this fun by having the rag doll 'pop' out calling the child's name from behind a cardboard screen. Allow the child to handle the doll freely.
- Introduce the music again.
- Make the doll 'listen' carefully – dance and sing 'lalala' when there is music and lie down 'fast asleep' when there is no sound.
- You could have a doll each. You could also dance around the room holding the doll to the music then sit down when the music stops.

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Materials

A kitchen drawer with:

Tablecloth
Plates
Small knives
Forks
Spoons
Cups
Napkins

A shelf in the fridge the child can reach with cheese, margarine, olives, jam, etc.

Thermos with tea or a carton of milk or juice, etc.

Activity

Setting the table and eating a meal together:

- Encourage the child to open a prepared drawer in a kitchen unit.
- Get the child to take out a table cloth.
- Talk about where to put it, for example, not on the floor but on the table.
- Encourage the child to try to do everything herself or together with you.
- Ask her to carry the plates to the table, talk about and indicate who each plate is for.
- Indicate that there is no food, ask, 'What shall we do? Where's the food?'
- Open the fridge door together, allow the child to carry food to the table.
- Give the child all the language he/she needs, say the names of things in phrases, e.g. 'You can carry the bread.'
- Be there for the child when he/she asks for help to open the margarine lid, or slice some cheese.
- Remember to combine your actions with words, 'Shall I slice some cheese for you?'
- If child and adult prepare and eat meals and snacks together, routinely, the child will be exposed to the same words and phrases in context making the words easy to understand.
- Remember to use each opportunity to talk to the child in a meaningful way.

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Materials

Stacking cups with animal or vehicle templates on the base.

Play dough
Plastic knife

Activity

Play dough and stacking cups:

- Place a stacking cup on your head and draw the child's attention to it. While the child is watching say, 'down it comes' and 'nod' it off.
- If the child is amused, do this with the remaining cups.
- If the child wants you can place one on his/her head – try to get him/her to nod it off to a command like 'Now!'
- Allow the child to play freely with the cups – you may model building a tower, putting them inside each other, rolling them, etc.
- Show the child a can of dough, and as he/she takes this remove the stacking cups.
- Encourage him/her to take out the dough and knead it.
- You may bring out a second can of dough (different color) so that you can both play and the child has a choice of color. You can roll sausages; make balls, etc., from the dough. You can bring back a couple of stacking cups to put the balls in; you may also cut sections off a 'sausage' and place these in a cup. If the child is willing you can flatten out dough circles saying, 'pat, pat, pat,' (Sing Pat-a-cake, Baker's man) and then print pictures using the templates on the bases of the stacking cups.
- Try to set up short play routines so that the same things can be said repeatedly, e.g. roll out sausage, cut it up, pat the dough and print a picture.
- Always remember to follow the child's interest and allow the child to lead.
- As long as you are sharing an activity and 'talking' to each other it doesn't matter if you don't get to do all of these different activities.

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

(Problems with listening devices, sickness, poor attendance, family problems affecting child care, etc.)

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Materials

An old handbag with:

A coin purse or wallet
Old credit cards
Mirror
Comb
Emery board
Pack of tissues
Small pack of wet wipes
Key ring with lots of keys
Toy cell phone
Small notebook
Thick pencil
One or two candies hidden in an inside pocket of the bag
A doll

Activity

Exploring contents of old handbag:

- Young children love to rummage around in 'Mom's' handbag. Draw the child's attention to the bag and encourage him/her to open it.
- Follow the child's interest and talk about what he/she is doing and handling.
- Try to remove the bag briefly, once the related items have been removed (e.g. mirror and comb). This is to reduce distraction and to be able to expand on the activity in hand. Encourage the child to look at himself in the mirror as he/she combs his/her hair, comment about how nice he/her looks.
- Ask for a turn, ask the child to hold the mirror for you. Comb your hair, ask if you look nice.
- You may take turns at pulling faces in the mirror.
- Encourage the child to let 'dolly' have a look in the mirror.
- When the child gets bored: Hide used items behind your back and get the child to look for something new in the bag.
- Try to do something with each item, you could file nails, unlock and lock door, scribble in note pad, wipe nose, wipe hands or do some cleaning with a wet wipe.
- Finally indicate that the bag is empty, have your child check the pockets and, for a nice surprise, find the sweets!
- If your child is still interested you could replace all the items giving you the opportunity to say similar things again.

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

(Problems with listening devices, sickness, poor attendance, family problems affecting child care, etc.)

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Materials

Horse set:

Horse (easy to handle, should stand up)
Baby horse (Box with lid off and door cut in front panel for stable)
Small container for water
Bag of grass
(this can be collected from the garden by the child)
Rope
Blocks or very easy to construct fencing to make paddock
Toy farmer
Small brush
Box to keep items in with picture of horse and foal eating grass on the side

Rabbit set:

A few plastic rabbits
A small box with lid off for hutch
Pieces of carrot (this can be taken from the fridge and cut by the adult and child together)
Leaves collected from the garden
Box to keep items in with picture of rabbit on side

Activity

Play with toy animals:

- Take the child to see real animals. Pretend play will have more meaning after seeing the real animal or show him/her toy animals.
- Encourage him/her to love and feel for the animals by petting, feeding the animals, etc.
- If possible, have someone take photos of you looking at petting/feeding real animals. OR make photos of your toy animals.
- These can be pasted onto cardboard and combined to make a first book.
- Preparation of materials for this activity is a valuable activity in itself. Remember every activity that you share with your child, and every conversation you have where the meaning of words is clear, helps your child to talk.
- Present the child with a prepared set of toys in a box.
- Try to draw the child's attention to the picture on the side of the box and once the items are removed, match the toy objects to pictured objects.
- Allow the child free access to the toys.
- Follow the child's interest, at opportune moments you may show the child some activities like giving a horse water or grass, grooming it, leading it to the paddock, making it jump over a fence, putting it in the stable, making it lie down and go to sleep.
- Say 'shhhh' when the horse is sleeping then say 'get up!' and make the horse stand up.
- When the child begins to lose interest tidy the toys up.
- As your child puts the toys in the box don't forget to use the opportunity to say the names of things again, e.g. 'in goes the horse.'
- Have the child carry the box and put it away saying, 'good bye, horse.'
- Play with the rabbit set in a similar way.

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

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Materials

Pieces of cloth in different sizes, some at least as big as a head scarf
Try to have a selection of textures; furry, silky, fleece, raised pattern. Also have some solid (different colors) and some patterned selections.

A long wool sock to stuff the cloth into

A pole (walking stick)

Some objects to wrap up, e.g. plastic plate, cup, knife and fork set, some clothes

An empty drawer in a cupboard unit

Activity

Pulling different textured cloths out of a sock, making bundles to carry:

- Attract the child's attention to the sock.
- Squeeze it.
- Peek inside.
- Encourage the child to pull out a cloth.
- Ask the child to hold the sock so that you can have a turn at pulling a cloth out.
- Take turns untill the sock is empty – turn it inside out.
- Talk about it being empty.
- If your child prefers to start pushing cloths back in before they are all out – it's OKAY.
- Play as the child wants to play as long as he/she remains interested.
- Push the cloths back in, too!
- Try to draw the childs attention to differences, say 'look mine's small, yours is big.'
- Point out colors by matching the color of the child's cloth to other objects in the room.
- At an opportune moment, to re-kindle the child's interest, you may introduce new activities like folding your cloth and putting it in an empty drawer, wearing the cloth like a headscarf, covering your face and playing peek-a-boo, wrapping objects up in a cloth.
- Tie the ends of the cloth together to make a bundle then put the stick through the hole and walk around the room with your bundle over your shoulder,
- Sing as you walk along!
- When the child loses interest in what he/she is doing don't immediately move onto a new activity. Wait a moment. This gives the child the opportunity to suggest what to do next.
- Remember the child will be much more involved and have more ideas to share with you if he/she gets to direct the play. Every time the child tries to tell you something he/she has a chance to practice communicating.
- Children learn to talk by practicing talking. When your child tries to tell you something, listen and try hard to understand and answer appropriately.

Week 22

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

(Problems with listening devices, sickness, poor attendance, family problems affecting child care, etc.)

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Materials

Child height kitchen drawer with:

Plastic storage boxes that fit one inside another
Wooden/plastic egg cups
Plastic eggs
Teaspoons
Plastic plates/cups
Washing up gloves
Tea-towel
Salad spinner
Two hand puppets

TIP:
Content of drawer should be changed from time to time to sustain the child's interest and promote exploration.

Activity

Rummaging through kitchen drawer:

- You may draw the child's attention to the drawer by wearing a hand puppet and having it open the drawer and peek inside.
- The child may be more interested in the puppet - help him/her put it on.
- Wear a second puppet, try to set up a dialogue.
- Open the drawer and have your puppet start to take things out.
- Help the child to make his/her puppet handle things.
- Instead of you initiating conversation, try to talk in response to the child's actions/vocalizations/words. To be able to do this you will need to watch and listen to the child.
- Try to understand what your child means and then respond by doing what the child indicated - remember to accompany your actions with speech, e.g. the child indicated for you to put a plastic container back in the drawer. Put it back saying, 'okay, let's put this box back.' By doing this you reward the child for 'talking' to you and encourage him/her to 'talk' more.

Other suggestions:

- Put eggs into cups.
- Talk about too many, too few eggs.
- Place a teaspoon by each egg cup and count.
- Make a puppet pretend to crack an egg open and eat it – 'yummy yum!'
- Stack plastic boxes.
- Put boxes inside each other.
- Pretend to wash and dry dishes. Use base of salad spinner for washing up bowl.
- Whizz the spinner.
- Listen to sounds.

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

(Problems with listening devices, sickness, poor attendance, family problems affecting child care, etc.)

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Materials

Series of small bells on a ring
Choose one that can easily be shaken by a small hand.

Metallophone (metal xylophone) and mallet

Sticks for rubbing against each other (one ridged)

Whistle, mouth organ or kazoo

Toy guitar or violin

Activity

Listening to and playing various percussion instruments:

- Gain the child's attention by indicating that you can hear something (be quiet, point to your ear, look excited). Play the instrument you are going to introduce from behind your back.
- Don't keep a young child waiting too long, bring out the instrument and allow the child to experiment freely with it. Don't talk while the child is listening to this 'new sound.'
- If the child allows, you may take turns playing, encouraging the child to 'listen' while you play.
- Remember to listen carefully when the child plays and indicate whether the sound is pleasant/unpleasant/loud/soft, etc. You may make a similar vocal sound.
- If the child is interested you can talk about what the child is doing and what the instrument is like. Together you could count the bars on the metalophone and talk about the colors of the bars, however, the most important thing is the sound the metallophone makes.
- As the child begins to get bored encourage him/her to put this instrument away and then sit down quietly in anticipation of the next one.
- These 4 instruments will allow the child to learn about different ways to make sound, for example, shaking, striking, rubbing and blowing. If possible you may also introduce a 'plucking' instrument such as a toy guitar.
- The child will need to have many tries at listening to and playing these instruments to be able to recognize their sounds, therefore this type of activity should be repeated regularly.
- If the child is cooperative you may try playing when the 'conductor' plays and play in accompaniment to music. Sound should always be compared with silence and activities should always be 'fun' to do.

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

(Problems with listening devices, sickness, poor attendance, family problems affecting child care, etc.)

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Materials

Photographs of the child and/or siblings and parents doing various routine activities. Examples: mom combing child's hair, child carrying bread basket to the table, child feeding the dog, mom and child in the supermarket, child riding in a shopping cart.

These photos should be pasted onto cardboard and kept for special times when adult and child sit quietly together, e.g. before bed.

Collect toy props to go with the pictures you look at

Activity

Looking at simple pictures:

- The pictures should be relatively large, colorful and simple, with only one event pictured.
- Pictures need to be durable as the child will handle these roughly.
- The child should be able to relate to events easily. This is why photos of the child doing something - like eating, bathing, playing in the garden, petting a cat or family members doing something - like father washing car, are the best pictures to start with.
- The child may enjoy sitting on the adult's lap to look at pictures.
- The adult should start by offering the child a choice of 2 or 3 picture cards. After choosing, the other pictures should be hidden.
- Encourage the child to look at the picture and then try to talk about what the child is interested in and is looking at or pointing to.
- Young children quickly get bored with looking at pictures especially before they can understand what you say. Because of this you should have toy props for each picture so that you can match objects to pictured items and act out the scene.
- Having such toys helps to keep the child interested for longer, helps the child to understand the event and allows you to use repetitive language. Use a lively and interesting voice to add sound to the picture.
- Try to add meaning with expression, e.g. when looking at a picture of a child who has fallen and is crying – you pretend to cry, too – invite the child to pretend to cry.
- Try to look at the same pictures over and over again. The child will understand more and be able to participate more, the more familiar a picture becomes.
- A number of separate picture cards can later be put together to make a first book.

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

(Problems with listening devices, sickness, poor attendance, family problems affecting child care, etc.)

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Materials

A collection of age appropriate books (cardboard, cloth, bath books)

When buying books for a young child try to avoid books with pictures of single items and instead choose books picturing activities such as a baby sitting on potty, a baby sitting in a high chair eating or a toddler kicking a ball, etc.

Activity

Looking at books:

- Once your child can pay attention and look at more than a couple of pictures at a time you may start to introduce books.
- The child should have access to books - these may be kept next to a floor cushion, down the side of the sofa in a pocket or next to the bed.
- It is useful to try and look at a book at the same quiet time each day, for example before bedtime.
- Look at the same book as many times as the child likes. Try to talk about the same things and do the same actions each time. The child will begin to anticipate events and expect you to make a 'roaring' sound and pull a fierce face each time you look at the picture of the 'roaring' lion. As the child becomes more familiar with the book he/she will become more responsive.
- When looking at books, try not to simply name items the child points to, always try to talk in phrases about what is happening. Use lively voice and expression to make the 'story' more interesting. Try to act out the actions pictured in the book, e.g. walk on all fours and roar like a lion. Play at scaring each other.
- At first young children tend to just want to turn the pages. Try to talk about anything that seems to catch the child's attention, and in time, if the adult and child share books together regularly, the child will begin to pay more attention, enjoy and understand pictured events more and be able to actively participate by saying sounds or words and by asking the adult to say and do certain things.

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

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Materials

Toy bird
(preferably a realistic looking one with feathers, beak, claws, etc.)

Bird cage
Water
Bird seed
Newspaper
Sink
Wastebasket

Activity

Caring for a pet:

- Cleaning out a bird cage.
- Bring out a toy bird in a fun way. You could make bird sounds and say, 'Listen! What's that?' Then slowly bring bird out of your pocket. Let the child handle it freely. Give the child time to come up with some ideas, e.g. stroking it, feeding it, making it fly.
- Show the child the bird cage covered with a cloth. Build up excitement – let the child wonder what is underneath the cloth. Together pull off the cloth to uncover a bird cage. Look at the bird together, say how beautiful it is, call it, etc.
- Indicate that the bird has no water left. Take the water tray away – have the child wash it, re-fill it and then, with your help, replace it.
- Bring out a packet of bird seed. Shake the bag, listen, think how to open it, smell and handle the seed (make sure the child doesn't put this in his/her mouth). Fill the bird's seed tray.
- Together, replace the newspaper at the bottom of the cage, encourage the child to 'know' where to throw the dirty paper, tear strips of newspaper to make a clean bed.
- This activity exemplifies the usefulness of caring for a pet such as a bird, fish, rabbit, cat or dog. If a child is regularly involved in caring for a pet he/she will hear repetitive, easy to understand language (he/she will also learn to care for and respect the feelings of others). Similarly, a child could be involved in regular watering of plants or simply putting out bread crumbs for birds or feeding the ducks in the park.

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

(Problems with listening devices, sickness, poor attendance, family problems affecting child care, etc.)

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Materials

Bag of groceries:

Box of cereal

Carton of eggs
(Talk about careful handling, coldness, what happens if an egg drops, count the eggs, store each egg on a rack in the fridge.)

Cans of tomatoes
(Roll the cans, stack them, talk about their size and weight.)

Bread
Butter
(Open the bag, smell and taste the bread, spread a slice with butter.)

Fruits and Vegetables
(E.g., carrots and apples. Talk about shape, number, color, hardness, etc. Put them in a mixed pile, then encourage the child to put the carrots in one bag and the apples in another.)

Activity

Putting shopping away:

- Allow the child to participate in routine household activities such as putting groceries away.
- Envolving the child regularly in such activities gives the child the opportunity to benefit from experiencing highly repetitive, meaningful language. Young children do not want to watch, they want to 'do.' A child who is 'busy' will be engaged and wants to communicate.
- Encourage the child to try and carry a bag of groceries. Talk about the bag being heavy. Sit down, ask the child to open the bag and take out an item, e.g. a box of cereal. Quickly remove the bag with the remaining items so that he/she is not distracted.
- Without taking the item out of his/her hands try to talk about what the child is looking at/thinking about. If the child is pointing to a picture on side of box talk about this. If he/she shakes the box to see if it is empty or full encourage him/her to 'listen' and let you have a 'listen'.
- If appropriate you may ask him/her to open the box. Most likely he/she will ask for help giving you the opportunity to give meaningful language e.g. 'shall I open it?' Start to tear the cardboard but ask the child to help you, say things like, 'pull hard.'
- Look at the contents, smell and taste the cereal, together find a suitable container and pour the contents into it. Listen to the sound this makes. Allow him/her to put the container away in a cupboard. He/she probably can't reach and will need to ask to be picked up.
- Bring back the shopping bag and encourage him/her to choose another item. Of course involving the child in routine activities makes 'jobs' take a little longer, however, the child will be usefully engaged, have things to say, and probably be able to attach meaning to what you say.

Date: ____/ ____/ ____

Circle participants

Mother

Father

Sibling

Other

Hearing age of child: _____

Notes:

(Problems with listening devices, sickness, poor attendance, family problems affecting child care, etc.)

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Materials

Picture of child eating a banana.

Small bunch of bananas
Two oranges
Small bunch of grapes
Kitchen sink
(or bowl of water for washing fruit)
Blunt knife
Chopping board
Table mats
Bowls
Spoons
Napkins

Container for child to take some fruit salad home in, maybe a topping such as cream, yogurt, syrup, etc.

Activity

Making a fruit salad:

- For this activity to be useful linguistically, the child needs to be actively involved and the adult needs to pace the activity slowly using every opportunity to talk meaningfully to the child.
- Introduce the activity by briefly looking at and talking about the picture. Pretend to eat a banana indicate it's tasty, say 'mmmm, that's nice!' Have the child pretend to eat one and encourage him/her to say, 'mmmm', too.
- Bring out a bag with utensils in it. Allow him/her to take out the board, knife, bowls, spoons etc. Talk about what you are going to do.
- Look at the picture again and ask where your fruit is. Get him/her interested and excited by pretending to look for fruit, e.g. in the kitchen cupboard. (Make a big thing out of there not being any fruit.)
- Encourage him/her to look in the fridge. Have him/her bring out the bag of fruit. Encourage him/her to feel the objects through the bag and guess what they are, allow a few 'peeks.'
- Don't just give him/her a banana but have him/her pull one off the bunch–have him/her pull one off for you, encourage the child to say 'pull, pull/pull hard,' etc., by you saying and then looking expectantly at the child.
- Have him/her peel a banana, talk about where to throw the peel, have him/her take the peel to the garbage can and throw it in. Ask her to ask you to open the bin, etc.
- Prepare the fruits together. Make the most of washing, peeling, cutting, tasting, mixing fruit together, separating into small bowls and finally eating.
- Young children love to give things out, encourage the child to give a bowl of fruit and then a spoon to each person in the room saying, 'This one's for Mommy, this one's for Julie,' etc.
- Save some fruit for 'Daddy' put this in a container to be taken home. Giving to Daddy at home, later, will allow you to talk about making fruit salad again (child learns to talk by hearing the same words over and over again).

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