

Tîm Camau Bach
SESSION PLAN FOR HOME ACTIVITIES
HEARING
(THE AUDITORY SENSE)



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Session Activities

- Messy play activities – bird seeds
- Make a shaker
- Stop and Start
- Sound lotto games
- Musical Hoops
- Xylophone
- Roll a Ball



STOP AND START

Spread the instruments out on a table. Let your child play with the instruments to get a sense of their sound, look and feel. At first try a very simple stop/start game or just move to the sound of instruments your child's makes. Eventually your child will become aware that his actions are affecting you and that you are in control!



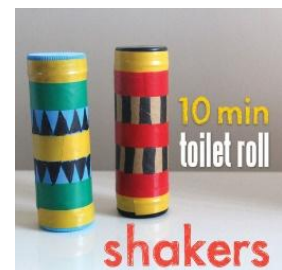
For an older child you try moving as well. Say 'Let's play Hear, see and move'. Play instrument and say 'when you hear the tambourine let's walk together. Next say 'When you hear the bells let's walk with our hands in the air'. You can alternate the tambourine/walking combination with the bells/hands-up combination. OR otherwise it is also fun to follow your child's lead.

BENEFITS OF THE ACTIVITY

- Listening to the sounds of the instruments improves auditory discrimination and memory.
- Seeing the instruments provides a visual cue that integrates the senses.
- Moving in different ways enhances beat awareness, body awareness, movement and balance, bilateral coordination, postural control and motor planning.
- Playing the instruments improves fine motor skills and grading of movement.
- Being the leader fosters creative thinking, problem-solving skills, communication and social skills.

MAKE YOUR OWN SOUND SHAKERS

Sound shakers can be felt as well as heard. Put small objects inside old pots, toilet rolls or tins and shake them to make a noise. Let your child shake them so that he can feel the vibrations too. Your child may want to open the shakers and find out what's making the noise, so try and make the small objects interesting.



SOUND/SILENCE GAMES

As your child's listening skills improve, he/she will learn to tell the difference between sound and silence. Shake empty pot or toilet rolls and see if your child can tell if it makes a noise or not.

SOUND LOTTO

- Encourage your child to listen to different sounds or later on match sound to picture board.



MUSICAL HOOPS

You will need Hula Hoops and music.

When music starts move around in a big circle or follow your child's lead. Jump in the hoop when music stops.

BENEFIT OF ACTIVITY

- Attending to the starts and stops in the music improves auditory discrimination
- Judging distances between hoops improves grading of movement, balance, motor planning and other functions of the vestibular and proprioceptive senses.
- Jumping into hoops improves bilateral coordination
- Playing non-competitive games strengthens social skills and emotional security.

THE XYLOPHONE

- You or child can play up and down the scale singing the numbers as you go.
- Play a body scale – sing 1,1,1,1 and tap toes; sing 2, 2, 2, 2, and tap knees
Sing 3, 3, 3, 3, and tap thighs Sing 4 4, 4, 4 and tap belly button
Sing 5, 5, 5, 5, and tap ribs
Sing 6, 6, 6, 6, and tap shoulders Sing 7, 7, 7, 7 and tap chin Sing 8, 8, 8, 8 and tap head.



BENEFITS OF ACTIVITY

- Scale songs reinforce rhythmic awareness, and they also introduce the concept of musical pitch.
- Looking at your gestures and the board promotes visual skills, including fixation, focusing, tracking and directionality.
- Changing head position and maintaining balance as child moves body up and down strengthens the child's vestibular system.
- Playing the xylophone promotes fine motor skills and the use of tools.

ROLL A BALL

From Twinkl website

Roll a Ball

Some children may find that a ball e.g., that makes a noise/lights up when you roll it / has iridescent ribbon inside stimulating and this in turn can support their attention to the game.



This can either be played individually with a child or in a small group. In this game, the group members must look at the person they are rolling the ball to.



- Rolling the ball to each other
- Rolling the ball to each other saying, "I'm rolling the ball to ..."
- When the child receives the ball, the child has to say, "My name is...and I like..."
- When the child receives the ball, the child has to name an animal, name a food item, name a mode of transport etc.
- The adult gives the child an instruction e.g. "Roll the ball to...", "Roll the ball to someone wearing blue.", "Roll the ball to someone with brown hair."

Similar games can be played with passing a bean bag or passing an object between the group members.



WORKING WITH THE AUDITORY SYSTEM

Children with communication difficulties often need to improve their listening skills. It may take them a long time to learn to listen. You can help your child become more aware of sound by giving him lots of experience of different sounds and vibrations.

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The child with difficulties processing auditory information may be distracted by noises, such as the TV, dishwasher or washing machine, others talking, a dog barking and noises from other rooms or outside. This child may not be able to distinguish what his parent is saying from the other noises in the room. This child might appear to be not listening.

MUSIC

Why music can be an enemy

Auditory processing problems (which appear to affect all children with autism to varying degrees) mean that sounds that cannot be anticipated have never been heard before, or are unexpectedly loud can cause an immediate anxiety state – covering ears etc. With music unanticipated sounds can also cause similar reactions, often resulting in the child attempting not to listen to that music.

Why music can be a saviour

When a piece of music is comfortable and familiar but does not satisfy a need for ritual, the child is in control and the music can be used to block out other distracting sounds or sensation and actually help calm down and concentrate.

Finding a collection of enjoyable pieces

To introduce new sounds, change the context – the car, the radio a different CD player. Play music in the garden or the bath – places he/she doesn't normally listen to and with which he/she hasn't developed an association. Experiment with a number of different styles – pop, classical, folk, brass band, musical etc. and be aware of which ones produce a favourable response. You can try and associate a symbol with a particular piece of music.

MORE ABOUT HEARING

Hearing is the ability to receive sounds. We can't learn how to do it; either we hear, or we don't. The ability to hear does not guarantee, however, that we understand sounds. We are not born with the skill of comprehension; we acquire it, as we process vestibular sensations. Gradually, as we interact purposefully with our environment, we learn to interpret what we hear and to develop sophisticated auditory processing skills.

The child with auditory dysfunction may:

Seem unaware of the source of sounds and may look all around to locate where the sounds come from.

- Have trouble identifying voices or discriminating between sounds, such as the difference between 'bear' and 'bore'.
- Be unable to pay attention to one voice or sound without being distracted by other sounds.

- Be distressed by noises that are loud, sudden, metallic, or high-pitched, or by sounds that don't bother others.
- Have trouble attending to, understanding, or remembering what he reads or hears. She may misinterpret requests, ask for repetition and be able to follow only one or two instructions in sequence.
- Look to other before responding.
- Have trouble putting thoughts into spoken or written words.
- Talk off topic' – talk about shoes when others are discussing soccer.
- Have trouble 'closing circles of communication' – that is, responding to others' questions and comments.
- Have trouble correcting or revising words to be understood.
- Have a weak vocabulary and use immature sentence structure (poor grammar and syntax).
- Have difficulty reading aloud.
- Have trouble making up rhymes and singing in tune.
- Have difficulty speaking and articulating clearly.
- Improve his speaking ability after she experiences intense movement.

Useful things to collect are:

Old margarine pots; powdered tins; screw-on bottle tops; empty biscuit or sweet tins; Old jam-pot lids

TIPS ON HOW TO ENCOURAGE LISTENING

- Whenever possible, present sounds initially in an 'attention line' – at nose height, in the midline;
- Go behind the listener, but again in the midline;
- Slowly move sounds from side to side or around the listener but keep at the same height to avoid confusion;
- Move sounds slowly up and down the midline;
- Use recordings of the listener's own voice and close family;
- Use movement and sound together – rocking, clapping, shaking, swaying;
- Try vibratory noises;
- Experiment with different beats – hip hop or rap.

MORE IDEAS FROM TWINKLE WEBSITE

Talking Stick

The children take it in turns to say something. Turn taking in these games could be supported with the use of a 'talking stick'. The children can only say something when they are holding the 'talking stick' (any object could be used as a 'talking stick').

- My name is...and I like ... (could be a given category e.g., fruit or any from any category)
- My name is Happy Helen (the group members think of a word with the same sound as their own name)
- My favourite animal is... (could be any category)
- My favourite animal is ...because...
- Find out 1 thing about the person sitting next to them and report back to the group. When reporting back to the groups, the children take it in turns to talk. This can be made easier by specifying a topic for things to find out e.g. favourite foods. It can be made harder by increasing the number of things to find out or by specifying e.g. find out something we can't see.

SUZANNE DAVIES

TIM CAMAU BACH

Tim and **Megan** were excited for their holiday. School had finished for the summer and they were going to the **beach** for a week.

Tim, Megan and **Mum** packed their bags and put them in the car. **Mum** drove while **Tim** and **Megan** played eye spy. Eventually they arrived at the **beach**. **Tim** jumped out of the car and looked around.

'I see the **sea!**' **Tim** shouted happily.

Mum, Tim and **Megan** got their bags out of the car and found the hotel.

'Let's go to the **sea!**' suggested **Megan**.

They left their bags in the hotel and got ready to go to the **beach**. **Tim, Megan** and **Mum** ran towards the **beach**.

'I want to swim in the **sea,**' said **Tim**.

'Me too,' said **Megan**.

'Okay, you can both do that. I'm going to set out our picnic here and you go off and have fun' **Mum** said.

Tim and **Megan** raced each other to the **sea**. They were soon splashing in the water and enjoying their **beach** holiday.



Tim



Megan



Mum



beach

Hand out the cards to the children in the group.

When they hear the word on their card, they have to stand up or wave the picture card.

This can be used as an initial activity to focus on listening and attention.

