Do you work with young children with hearing loss and their families? Do you support young children with hearing loss in a preschool or nursery? Are you interested in knowing what you can do to include more purposeful play as a basis for learning?

Young children problem solve and learn about other people’s perspectives by playing ‘schools’ or ‘mums and dads’ - such activities, allow even very young children to use their imaginations to contemplate different possibilities.

When we reflect and problem solve, we use our imaginations to think things through. This uniquely human ability enables us to imagine different outcomes and then act in the way we think is best, or learn from past experience to change our behaviour for next time. These complex skills begin developing during infancy and develop throughout childhood.

Children with hearing loss often have delayed development of symbolic and imaginative play in addition to language skills. Attend this workshop to learn about the normal development sequence and useful assessments. You will leave with practical ideas so you can support children to develop these skills for better long term outcomes.
IN THE HOME

Without language to stimulate learning, the play skills of children with hearing loss can be delayed. Play may become a loop of repetitive actions and behaviours, and parents may find it difficult to engage and model rich language. The inability to overhear often means less understanding of everyday life experiences impacting how, and if, children then act out in play. Understand the complex relationship between hearing loss, language, cognition and play along with some practical ideas to support families to have more successful interactions within their daily life with their young child with hearing loss to develop their communication, language and literacy skills in the home and other natural environments.

IN THE EARLY CHILDHOOD SETTING

Children problem solve and see other people's perspectives through what we often call role-play - they are the teacher in a school, or a bus driver in London or a 'mums or dads'. In these scenarios, even very young children use their imaginations to contemplate different possibilities. Complex imaginative role play involves planning, taking on roles, using props, creating dialogue as well as creating a sequences of events. It can take place over many days, have repeated scenarios, and often more time is spent on the planning than the playing. Researchers observe less of this play for children with hearing loss. We'll explore - Is this a problem and how can we assess its development for children with hearing loss? Explore ways to build imaginative pretend play into early childhood programmes that promote the global development of the young child with hearing loss.

FOR BOOKINGS OR MORE INFORMATION

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