SCOTTISH
COCHLEAR IMPLANT
PROGRAMME

Steps to Success

Tips to encourage processor use

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PROGRAMME

STEPS TO SUCCESS!
Wearing my Processor

Try working through these steps to get your child used to their processors and build up their tolerance of their processors. Try each step until your child is comfortable and then move on to the next.

Step 1   Date completed

☐ Play with your child and have the processors nearby in view. <u>Do not</u> draw attention to them.   _____

☐ Try to include the processors in your play. E.g. putting them on teddy/ posting them through letter box/ dangling them in different lights. <u>Do not</u> try to put them on your child.

_____

Step 2   Date Completed

☐ Will your child tolerate you touching them on the body with a light touch?

_____

☐ Will your child tolerating you touching them on the body with deep pressure?

_____

☐ Does your child have a preference to one form of touch over another?

_____

☐ If so use this level of pressure and slowly work up your child's body. Will they tolerate touch on their arms?

_____

Date Completed

- [ ] Will they tolerate touch on their shoulders?

_____

- [ ] Will they tolerate touch on their head?

_____

- [ ] Will they tolerate touch on their ears?

_____

For the next few steps, try all by first applying touch up the child's body and keeping pressure on one part of the body while applying the device e.g. massaging head with one hand and putting coil on with another.

- [ ] If body worn – try clipping the clips only to your child's clothing.

- [ ] If using a headband – try putting only the head band on. (try this with whatever retention aid you feel works best e.g. huggies etc).

- [ ] Try placing the coil (magnet) on the child's head on its own.

_____

- [ ] Try placing one full system on your child with the volume turned down low. Alternate between each side.

_____

- [ ] My child will tolerate their left processor when on and quiet.

_____

- [ ] My child will tolerate their right processor when on and quiet.

_____

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Date Completed

☐ My child will tolerate both processors on when turned down.

_____

☐ Slowly turn up the processors one level at a time.

_____

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STEPS TO SUCCESS!
Processor Data Log

Breaking the Habit

- Keep your child engaged and occupied with an activity they enjoy.
- Silently and without making a fuss, replace your child's coil.
- Focus on one ear at a time.
- Keep the atmosphere calm.
- Don't shout at your child when they pull it off.
- If possible use a stopwatch to record how long your child keeps it on for.
- Progress might be slow but small steps are all steps in the right direction.
- Try to get family and friends to help you. It's not easy1
- Use this table to keep track.
- See if any activities work better for your child.
- If they still have it on at the end of the 30min activity great! Leave it and let them get on with something else.
- Get in touch with us as soon as you think you've cracked it or if you need further support.

Why not try some of these activities:
Ø Building a tower.

Ø Playing with play dough.

Ø Rolling a car down a kitchen roll tube.

Ø Allow your child to use their hands to explore jelly.

Ø Jigsaws or insert puzzles.

Ø Making gloop – cornflour and water.

Ø Water play – squirting water out of bottles, using a jug and pouring water etc. (don't worry the processors can get a little wet as long as their rescued quickly).

Good luck and remember, we're here to help!

Week 1	Activity	Time Worn
Monday **(3 x 30 mins** **activities)**	1. 2. 3.	
Tuesday **(3 x 30 mins** **activities)**	1. 2. 3,	
Wednesday **(3 x 30 mins** **activities)**	1. 2. 3.	
Thursday **(3 x 30 mins** **activities)**	1. 2. 3.	
Friday **(3 x 30 mins** **activities)**	1. 2. 3.	
Saturday **(3 x 30 mins** **activities)**	1. 2. 3.	
Sunday **(3 x 30 mins** **activities)**	1. 2. 3.	

Week 2	Activity	Time Worn
Monday **(3 x 30 mins** **activities)**	1. 2. 3.	
Tuesday **(3 x 30 mins** **activities)**	1. 2. 3,	
Wednesday **(3 x 30 mins** **activities)**	1. 2. 3.	
Thursday **(3 x 30 mins** **activities)**	1. 2. 3.	
Friday **(3 x 30 mins** **activities)**	1. 2. 3.	
Saturday **(3 x 30 mins** **activities)**	1. 2. 3.	
Sunday **(3 x 30 mins** **activities)**	1. 2. 3.	

Week 3	Activity	Time Worn
Monday **(3 x 30 mins** **activities)**	1. 2. 3.	
Tuesday **(3 x 30 mins** **activities)**	1. 2. 3,	
Wednesday **(3 x 30 mins** **activities)**	1. 2. 3.	
Thursday **(3 x 30 mins** **activities)**	1. 2. 3.	
Friday **(3 x 30 mins** **activities)**	1. 2. 3.	
Saturday **(3 x 30 mins** **activities)**	1. 2. 3.	
Sunday **(3 x 30 mins** **activities)**	1. 2. 3.	

Week 4	Activity	Time Worn
Monday **(3 x 30 mins activities)**	1. 2. 3.	
Tuesday **(3 x 30 mins activities)**	1. 2. 3,	
Wednesday **(3 x 30 mins activities)**	1. 2. 3.	
Thursday **(3 x 30 mins activities)**	1. 2. 3.	
Friday **(3 x 30 mins activities)**	1. 2. 3.	
Saturday **(3 x 30 mins activities)**	1. 2. 3.	
Sunday **(3 x 30 mins activities)**	1. 2. 3.	

Week 5	Activity	Time Worn
Monday **(3 x 30 mins** **activities)**	1. 2. 3.	
Tuesday **(3 x 30 mins** **activities)**	1. 2. 3,	
Wednesday **(3 x 30 mins** **activities)**	1. 2. 3.	
Thursday **(3 x 30 mins** **activities)**	1. 2. 3.	
Friday **(3 x 30 mins** **activities)**	1. 2. 3.	
Saturday **(3 x 30 mins** **activities)**	1. 2. 3.	
Sunday **(3 x 30 mins** **activities)**	1. 2. 3.	

Week 6	Activity	Time Worn
Monday **(3 x 30 mins** **activities)**	1. 2. 3.	
Tuesday **(3 x 30 mins** **activities)**	1. 2. 3,	
Wednesday **(3 x 30 mins** **activities)**	1. 2. 3.	
Thursday **(3 x 30 mins** **activities)**	1. 2. 3.	
Friday **(3 x 30 mins** **activities)**	1. 2. 3.	
Saturday **(3 x 30 mins** **activities)**	1. 2. 3.	
Sunday **(3 x 30 mins** **activities)**	1. 2. 3.	