

Remote Lesson Kit 1

FOR USE IN TELEPRACTICE



Learn About the MED-EL Remote Lesson Kits

1. What is a MED-EL Remote Lesson Kit?

The MED-EL Lesson Kits contain descriptive information, lesson plans, instructions, therapist notes, and resources. You will find them here: <https://blog.medel.pro/>. Therapists can use these free resources to deliver lessons with a focus on developing the listening and spoken language skills of children using hearing technology. The MED-EL Remote Lesson Kits are activities selected from the Lesson Kits and put together with information and a multi-level lesson plan that therapists can use to deliver lessons over the internet. The Remote Lesson Kits are useful for providing telepractice support to rural or remote families or families who find it difficult to come into a clinic for lessons.

2. What do families need?

Families need to be able to connect to the therapist over the internet on a device. Preferably they need access to email and a printer, but resources can be printed in the clinic and posted ahead of the lesson time. Families will need scissors, tape, and a stapler. The parents/caregivers read the preparation notes ahead of the lesson to understand how to do each activity.

3. Do both the therapist and the family need copies of the resources?

Yes. The goal is for therapists to guide and coach the parents/caregivers to develop their skills to work with their children at home. Therapists can help to keep children engaged in the activities by sharing, via their camera, that they have the same materials.

4. How do the multi-level lesson plans work?

The lesson plans contain suggestions for listening, spoken language, cognition, and Theory of Mind goals. In each learning domain several goals are identified. Therapists use ongoing diagnostic assessment to establish the level at which children are functioning and select goals one step ahead. For more detailed lists of skills and goals, refer to MED-EL's *A Child's Journey*.

5. What age- and skill-level are the Remote Lesson Kits suitable for?

The goals in each domain are roughly equivalent to the three levels of goals identified in the MED-EL Lesson Kits. See more information in "Learn About the Levels" on page 6. The therapist notes are written assuming the child is able to sit with the parent/caregiver and engage in semi-structured play-based activities. If not possible, the parent/caregiver can be coached without the child and later deliver the activities away from the screen. Children up to 10 to 12 years of age continue to enjoy these activities. Suggestions for modifying the listening and spoken language levels are included in the therapist notes.

6. What are the KEY STRATEGIES listed on the lesson plan?

The Key Strategies refer to the method used to help children achieve the goals. Therapists are encouraged to explain and model the strategies for parents/caregivers to try during the remote lesson. Therapists then provide feedback to the family on the use of the strategy and any suggestions for improvement. The strategies are listed and described on the following pages. Each remote lesson will focus on a limited number of strategies to facilitate family focus. Videos of families demonstrating many of the strategies can be found by following the link to "Rehab at Home" <https://blog.medel.com/tips-and-tricks/>.

7. Why are there so many mentions of "coach the parent/caregiver" in the therapist notes?

Research demonstrates that children progress faster if their parents/caregivers have a high level of involvement in therapy. By coaching parents/caregivers, therapists can convey knowledge, give direction on strategies, feedback on the effectiveness of strategies and activities, and suggest modifications if necessary. In this way the parents or caregivers develop the confidence to use these strategies in their everyday life.

8. How can we use them?

Slide decks are simply animated PowerPoint files made using the images and text from the story or song books. Each remote kit contains one. Therapists may like to use screen sharing to control the rate of content delivery. Alternately, families can load the slide deck onto a tablet or phone. Animations can be viewed using PowerPoint (on Windows computers and Android devices) or keynote (on Apple devices). If using other applications, choose the "no animations" version. Therapists working with families using languages other than English are able to customize the resource by selecting "edit anyway" and translating the text.

Getting Started with Remote Therapy (Telepractice)

Basic Preparations

1. Conduct a review of the type of technology you and the family will be using.
Basic requirements for the family:
 - Computer (or tablet/phone if computer is not available)
 - Web camera + microphone (built-in or separate)
 - High-speed internet connectionBasic requirements for the therapist in addition to the above:
 - Headset with attached microphone
 2. Review video conferencing tools and determine which is preferred.
 3. Identify a person to assist you in solving any technology issues.
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One Week Before Scheduled Start

1. Confirm that the family has the appropriate technology and understanding of the chosen video conferencing tool.
 2. Prepare the therapy room.
Basic requirements for the therapy room:
 - Quiet private room
 - Position the table and camera for best lighting on your face
 - Minimize visual distractions in the background (plain painted wall preferred)
 3. Email the lesson plan and any other paper resources for printing (or print and post if the family requires).
 4. Conduct a test call to confirm that the technology is ready and the family has the required resources (both paper and other resources listed on the lesson plan).
 5. Determine a suitable appointment time for the lesson.
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The Day Before

1. Contact the family to confirm the appointment, check they have all the materials prepared for the lesson, and ask if they have any questions. Parents/caregivers are encouraged to read the preparation instructions before the lesson to understand what to do in each activity.
 2. Prepare all the resources required for the lesson. (Most activities work best when both the therapist and family have the same or similar resources.)
 3. Confirm that your technology support person is available.
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The Lesson

1. Make the call to the family.
 2. Take some time to establish rapport and check if the audio and visual connection is good..
 3. Guide and coach the family through the activities on the lesson plan.
Basic principles of remote therapy:
 - Explain the goals of the activity
 - Model strategies and explain how and why you do them (remember to look at the camera)
 - Encourage the family to take a turn and make careful observations so you can coach them
 - Identify what they did well
 - Talk about how the child responded
 - Suggest improvements (if any)
 4. Conclude with a summary and discussion.
 5. Seek feedback from the family about any technological issues.
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Key Strategies for Developing Listening Skills

ON AIR ALL WAKING HOURS

The child's hearing device(s) are on and working all the hours the child is awake. A functional listening check (Ling Sound Test) is performed on each device daily to ensure they are working optimally.

COME CLOSE TO ME

The talker makes a conscious effort to move close to the child's audio processor to ensure the auditory signal is clear. The optimal distance is between 30 and 50 cm for a beginning listener.

AUDITORY HOOKS

Exciting words such as *Look!*, *Wow!*, *Uh-oh!* are used with emphasis to capture the child's auditory attention. The words stimulate the auditory area of the brain to be ready to listen to what is said next.

TALK, TALK, TALK

Abundant language models are provided for the child to learn from and eventually copy. Talkers make a conscious effort to speak about what they are doing, seeing, hearing, and thinking (self-talk) and to speak about what the child is looking at, doing, most likely listening to, and thinking about (parallel talk).

THE SAME THINKING PLACE

The talker makes a conscious effort to identify what the child is thinking about and provides comments to put those thoughts into words. An example is if the child is looking outside, the talker could comment, "I think you want to play outside. But...Oh Dear! It's raining."

ACOUSTIC HIGHLIGHTING

A number of techniques are used by the talker to make spoken language more interesting to listen to. These techniques include using Child Directed Speech or Parentese which has more pitch variation (sing-song like sound), a slightly slower rate, deliberate use of pauses, and emphasis on important words by putting them at the end of a phrase or saying them a different way.

LISTENING FIRST

Listening to spoken words comes before the child is given other information through vision or touch to ensure the auditory area of the brain receives stimulation from sounds and voice. This strategy facilitates the child's ability to attend to and eventually, understand spoken language. An example is hiding a toy in a soft bag and talking about it before showing it to the child.

SIGNAL-TO-NOISE RATIO—LISTENING ENVIRONMENT

Elements in the environment are deliberately and conscientiously manipulated to ensure the background noise is significantly softer than the talker's voice. For example, windows are closed to reduce the impact of traffic noise and TVs and music are turned off. In optimal listening conditions the talker's voice will be 15 to 25 dB louder than background noise.

WAIT, WAIT & WAIT SOME MORE

The talker provides abundant language models (TALK, TALK, TALK) and then waits with expectation to encourage the child to have a turn in the conversation. Expectation that the child talk is set through waiting in silence, leaning towards the child, smiling, and nodding.

WHAT ARE KEY STRATEGIES?

The strategies described on the following pages are used to enhance the child's ability to develop listening and subsequently, spoken language skills using hearing device(s). Therapists and teachers are encouraged to model a variety of strategies in each lesson and coach caregivers in using these strategies in the home environment to help the child integrate listening and spoken language into all aspects of life.

Key Strategies for Developing Listening Skills

SABOTAGE

A problem or challenging situation is created or identified to provide an opportunity for the child to communicate. The expectation is that the child try and talk about the problem or ask for help to solve the problem. An example is putting a favourite toy too high for the child to reach.

EXPANSION & EXTENSION

The child's utterance is repeated with the correct grammatical markers (Expansion) or added to with another piece of information (Extension). For example, if the child says "baby bath," an expansion reply is, "Yes, it's the baby's bath;" an extension reply is, "Yes, let's put the baby in her bath."

THE AUDITORY FEEDBACK LOOP

An expectation is set that the child attempt to copy the model of a sound, a word, or a phrase said by the talker. This strategy gives children the chance to hear the correct production first and then compare how they sound straight after. The expectation that the child attempt to copy the talker is set by providing clear speech and waiting (WAIT, WAIT & WAIT SOME MORE).

MY VOICE MATTERS!

Every small attempt by the child to produce a sound or word is acknowledged and valued. This acknowledgment helps children understand the importance of using their voice and provides motivation to practise talking more. Combine this strategy with EXPANSION & EXTENSION by repeating the word or word approximation clearly.

USE CHOICES

Language models are provided in a choice question for the child to make a decision and then copy. For example, "Do you want an apple or a banana?" or for a more advanced child, "Do you want a big red apple or a little green apple?"

BUILD AUDITORY MEMORY

As the child's skills develop, a conscious effort is made to extend how many pieces of information the child can listen to and remember. Over years of listening experience there is a gradual increase from one critical piece of information at the end of a sentence, eventually to four or more pieces of information embedded in a sentence or sentences. An example of a Level 1 Auditory Memory task is, "Find the dog." An example of a Level 4 Auditory Memory task is, "Hide Daddy's keys under the book."

AUDITORY CLOSURE

A familiar song, phrase, or sentence is used as an opportunity for children to demonstrate that they can recognize it and can join in. The talker begins the song, phrase, or sentence and stops before the end and waits for the child to complete the words. An example is if the talker sang, "Twinkle, Twinkle, little...."

MUSIC, MUSIC, MUSIC

A conscious effort is made to expose the child to music and singing, particularly in the form of simple children's songs and rhymes. Singing is a natural form of ACOUSTIC HIGHLIGHTING, stimulating multiple areas of the brain. The repetition in children's songs makes new vocabulary and sentence structures easier to learn.

BOOKS, BOOKS, BOOKS

Joint book reading, the process through which an adult encourages the child to interact during story reading, is used to extend the child's vocabulary and sentence structures, general knowledge, and understanding of the thoughts, feelings, and beliefs of others, as well as to develop literacy skills. An example of a joint book reading strategy is for the talker to make one or two comments on a page and then WAIT for the child to have a turn. Book sharing is encouraged on a regular basis.

Learn About the Levels



Indicates listening goals



Indicates spoken language goals



Indicates cognition and Theory of Mind goals

HOW TO CHOOSE A LEVEL



LEVEL 1

The child is learning to listen, attend to, and understand **1 unit** of information. Spoken language is presented to the child in simple short sentences and Acoustic Highlighting techniques are utilized to enable the child to attend to new information.

The child is using **single words**, has a vocabulary of up to 200 words, and may be starting to combine words into 2-word combinations. The child begins to use a variety of vowels and consonants.

Cognition refers to how we learn and gain knowledge and understanding about our world. Pragmatics is the social use of language and is heavily aligned to interactional communication. It incorporates **Theory of Mind (ToM)**. ToM refers to the thinking skills we develop over time to explain and predict our own and others' behaviour. Some cognition and ToM skills are developmental; they develop as the child grows older. Furthermore, the relationship between many cognitive, ToM, and language skills is complex, with each contributing to the other in varying degrees over the child's early years. Older children working at Level 1 may already have more advanced cognitive and ToM skills and need stronger language skills to express themselves. Conversely, younger children working at Level 3 may not be developmentally ready to think through some of the ToM goals.

LEVEL 2

The child is learning to listen to, attend to, understand, and remember **2 units** of information. Spoken language is presented in longer sentences and Acoustic Highlighting techniques are utilized to encourage the child to attend to all the information in the sentence.

The child is producing **2- to 3-word combinations**, has a vocabulary of 200 to 2000 words, and is beginning to use some grammatical markers. The child uses all vowels and early developing consonants.

LEVEL 3

The child is a proficient listener learning to attend to, understand, and remember **3 units** of information. Spoken language is presented in a variety of complex sentences and Acoustic Highlighting techniques are utilized to encourage the child to attend to grammatical elements in the sentence.

The child is producing **4- to 5-word sentences and questions**, has a vocabulary of more than 2000 words, and is using a variety of grammatical markers. The child develops mastery of later-developing consonants.

Date:

Name: Age: H.A:

ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
ANIMAL MATCH UP RESOURCES • Animals A1 Spinner • Animals A1	<ul style="list-style-type: none"> Identifies: <ul style="list-style-type: none"> animal from name + sound animal from name animal from description Understands <i>not</i> + animal 	<ul style="list-style-type: none"> Uses words or sounds to engage in turn-taking activity 	<ul style="list-style-type: none"> Matches identical pictures Engages in turn-taking
ANIMAL PARTS MYSTERY RESOURCES • Animals A2	<ul style="list-style-type: none"> Identifies: <ul style="list-style-type: none"> animal names or sound animal body parts Understands simple directions in context 	<ul style="list-style-type: none"> Labels animal names or sounds Repeats animal parts Uses word combinations to talk about animals and their parts 	<ul style="list-style-type: none"> Identifies a part of a whole picture Understands that the word <i>think</i> means the speaker is not sure
WHAT DOES THE ANIMAL EAT? RESOURCES • Animals A3	<ul style="list-style-type: none"> Identifies: <ul style="list-style-type: none"> animal names food items verb: <i>eat</i> Understands 'or' in context 	<ul style="list-style-type: none"> Labels animals and food Responds to a choice question Combines words to talk about what animals eat 	<ul style="list-style-type: none"> Understands relationships between things
WHAT COULD THAT BE HIDING FROM ME? RESOURCES • Animals A4	<ul style="list-style-type: none"> Attends to story Identifies information from a sentence through listening alone 	<ul style="list-style-type: none"> Uses a word or sound to make a guess Repeats some words from each page. 	<ul style="list-style-type: none"> Understands surprise and humour

Discussion Topic: How is the family going with the goal, "On air all waking hours?"

ACTIVITY

1. Animal Match Up

PREPARATION

Print the resource onto lightweight card.
 Cut out the picture cards, spinner, and arrow.
 Make a hole in the centre of the arrow and spinner.
 Insert a split push pin through both.

RESOURCES

- Animals A1 Spinner
- Animals A1
- Scissors, split push pin

INSTRUCTIONS

You are going to play a turn-taking memory game.

1. Both the therapist and family spread the picture cards out on their tables so the pictures are face down; arrange them in rows.
2. The therapist starts by flicking the arrow and saying the name of the animal you both need to find. If this task is easy, describe the animal instead of naming it. If it is difficult, add an animal sound.
3. The parent/caregiver will check if the child understands by repeating the instruction and waiting (e.g., *Oh we need to find the pig.*)
4. If the child needs additional help to understand, the therapist can hold the spinner with the arrow pointing to the animal up to the camera and repeat the instruction.
5. The parent/caregiver works with the child to turn over the cards until a pig is found. The therapist does the same. Hold it up to the camera to show each other, then put this card face up to one side and re-turn any other cards face down.
6. The child then takes a turn with the spinner to call out the animal all players need to find.
7. Once two of the same animal are found, talk about how these match; they are a pair and no more of them are in the game. If that picture comes up on the spinner once more, spin again.
8. Continue to take turns until all animal pairs are found.

KEY STRATEGIES

REDUCE BACKGROUND NOISE: Before you commence this lesson, identify noise sources in both the therapist's and family's environment and minimize where possible.



TALK MORE: Lots of repetition will help the child attend to the important words in this activity. Coach parents/caregivers to Talk More about the pictures as they place them on the table and as they turn them over, when they repeat the animal names, and during their search for the matching card. *Oh, this one is not the horse... Oh look! They match! We found the horse... We have the pair.*

KEY STRATEGIES

REDUCE BACKGROUND NOISE: The therapist uses headphones with an external microphone for the best quality auditory signal.



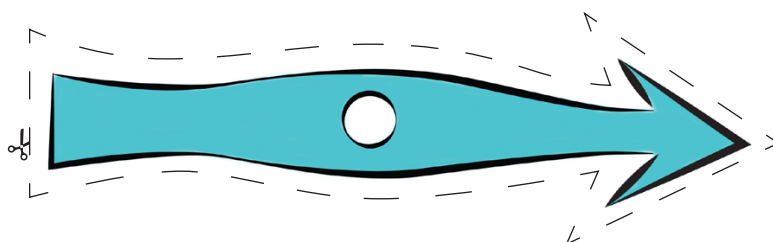
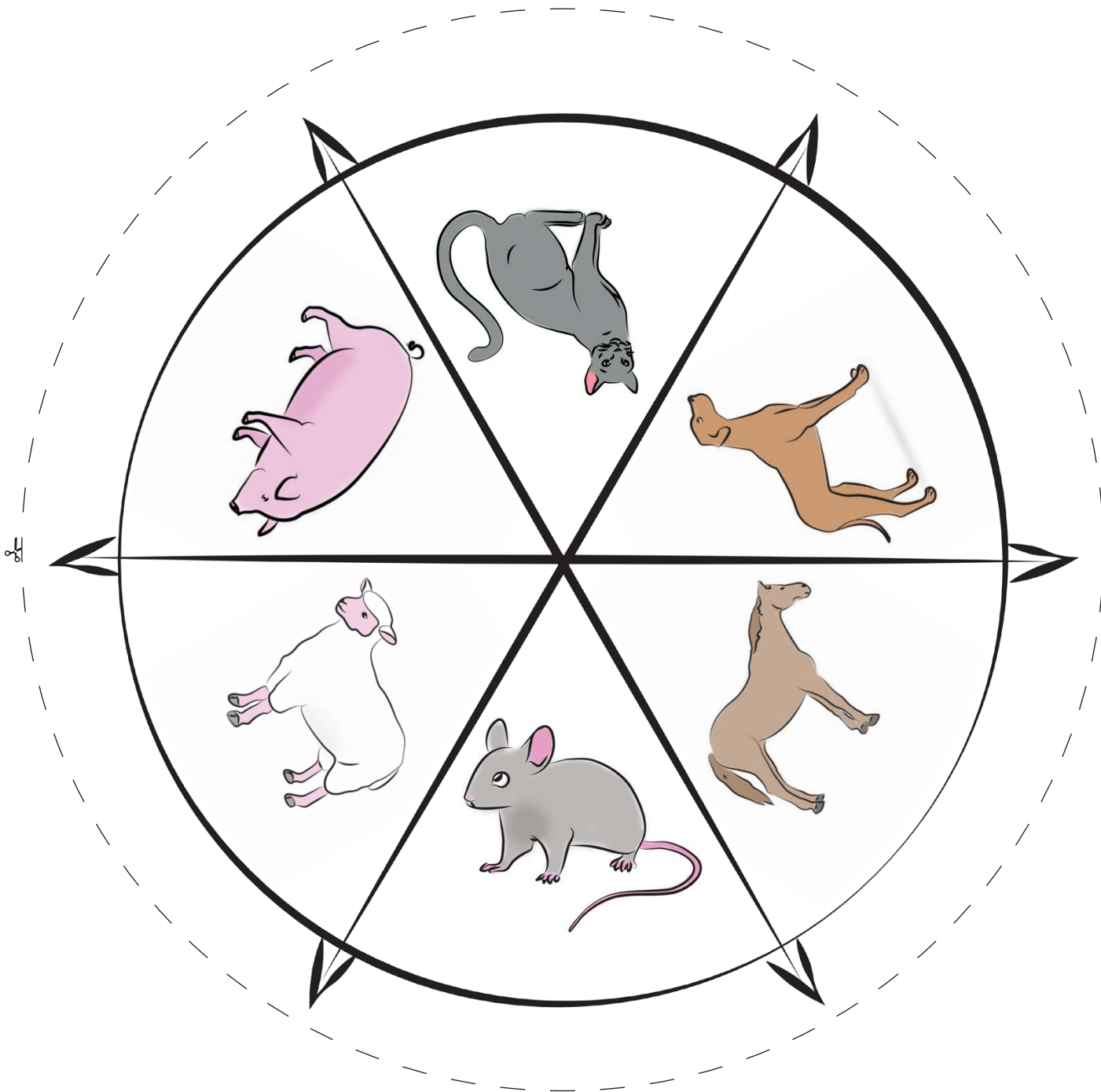
TALK MORE: Guide parents/caregivers to repeat what they hear you say to give the child a second chance to hear the language in the best auditory conditions. When it is the child's turn to spin, coach the parent how to wait for the child's attempt to label the animal the arrow stops on and interpret the vocalisation if necessary. If the child does not spontaneously label the animal, coach the parent in providing a model using Talk More and avoid questions such as, "What's that?" Questions test the child rather than teach. *Oh, the arrow stopped on the horse... We need to find the horse. Tell (therapist's name) to find the horse.*

KEY STRATEGY

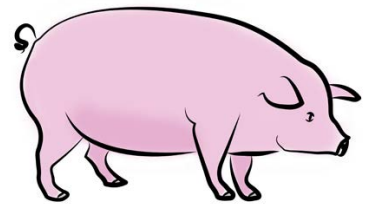
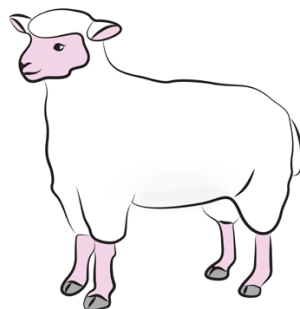
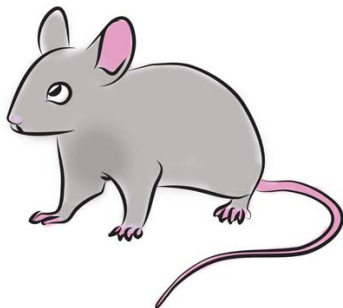
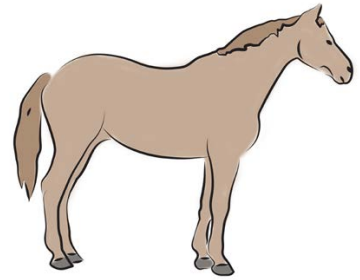
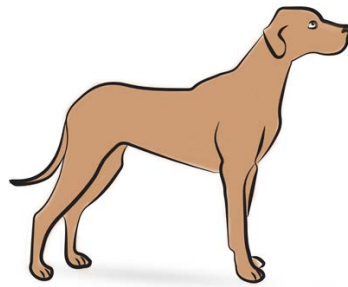
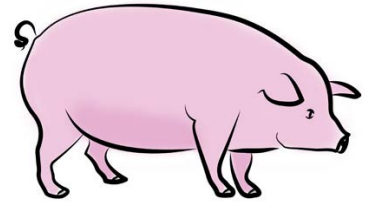
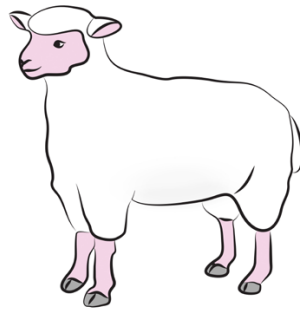
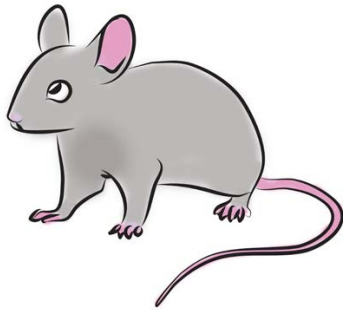
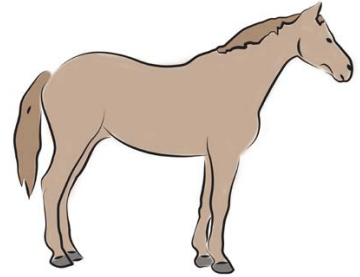
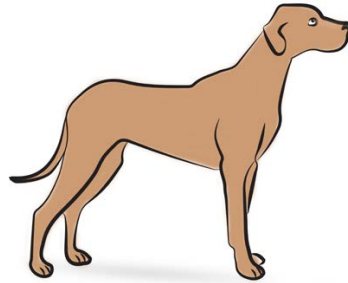
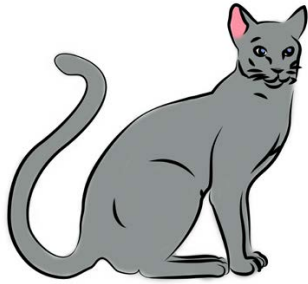
TALK MORE: Coach parents/caregivers in how to provide the language models to explain what is happening and what they think the child is noticing. *OK, now it is our turn to spin. Ready, let's spin... great spin. Now we need a card the same as this sheep and tell (therapist's name) to find one, too. I think you remember where the sheep is.*



1. Animal Match Up



1. Animal Match Up



ACTIVITY

2. Animal Parts Mystery

PREPARATION

Print the resource onto lightweight card.
 Cut off the panels with the animal parts at the bottom of the page.
 Place the remaining animals pages on the table.

RESOURCES

- Animals A2
- Children's scissors

INSTRUCTIONS

You are going to play a guessing game.

1. Parents/caregivers talk with their child as they cut up the animal parts cards (the therapist cuts up the animal parts cards at same time).
2. Spread out the animal parts on the table and place below the animals page.
3. The therapist starts by choosing one animal part and talks about it. The parent/caregiver repeats the language modelled by the therapist and encourages the child to find the same one.
4. Hold the animal part picture up to the camera to check that you have the same one and then place it on the animal.
5. Take turns choosing and talking about the animal parts.

KEY STRATEGY



TALK MORE: Modify this activity for the child's listening level. If the child is a beginning listener, have the animal parts cards picture side up and identify the animal first, with a sound if necessary, and then the body part. If the child is a more experienced listener, start with the animal parts cards picture face down. Coach the parent/caregiver to Talk More through this activity by repeating what they hear you say, commenting on what the child is looking at, and what they think the child is thinking about. *So I heard (therapist's name) say the dog's nose. OK, let's turn over these cards and see if we can find the dog's nose. Ready, go find the dog's nose. Oh wait, that's not the dog's nose. That is the mouse's nose; we need the dog's nose.*

KEY STRATEGY



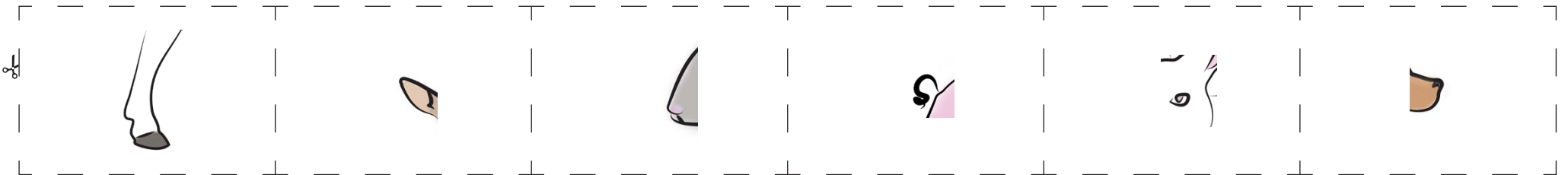
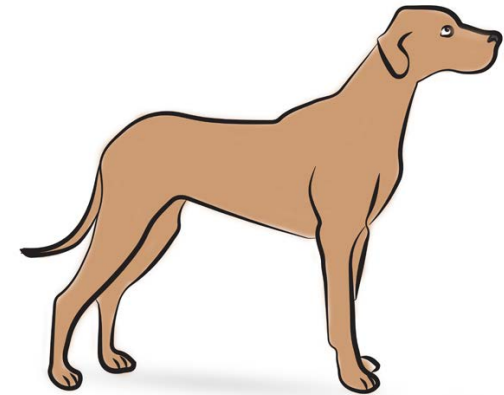
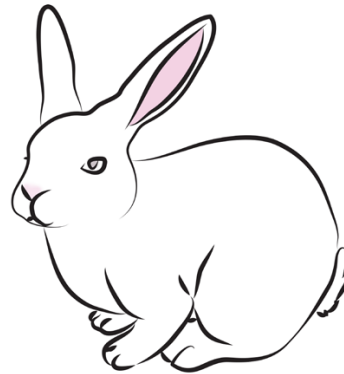
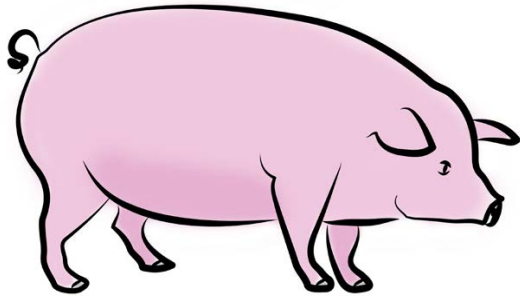
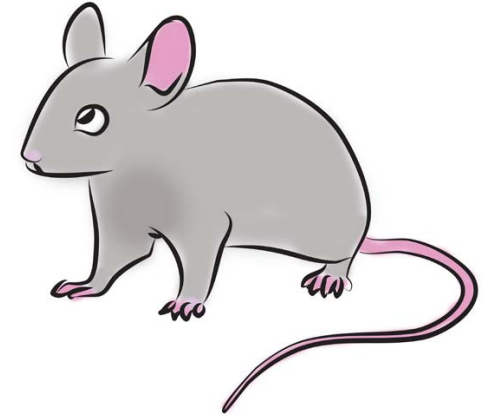
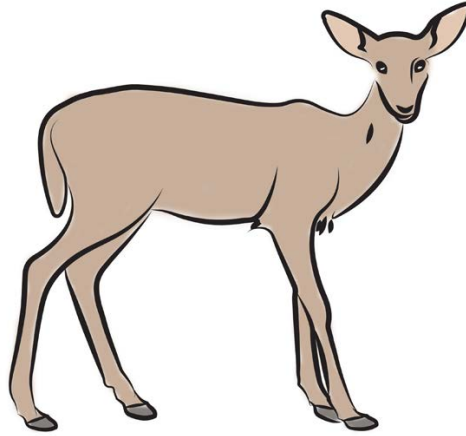
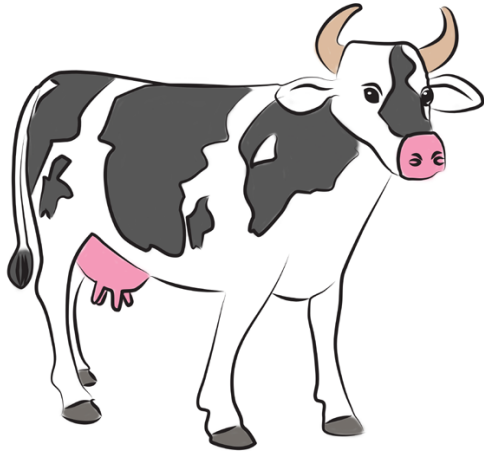
TALK MORE: When it is the child's turn to choose and talk, coach the parent/caregiver in how to use Talk More to provide an appropriate level of language model for the child to copy. If the child is just beginning to vocalize, the parent/caregiver might label the animal and pair it with a sound for the child to copy. *I think you picked a part of the rabbit. Hop, hop. Tell (therapist's name) to find the rabbit; hop, hop. It's the rabbit's eye... yes, the eye. Wait for attempted imitation. Or if the child is more advanced encourage the parent/caregiver to model word combinations for the child to imitate. This looks like the cow's leg. Tell (therapist's name) to find the cow's leg.*

KEY STRATEGY

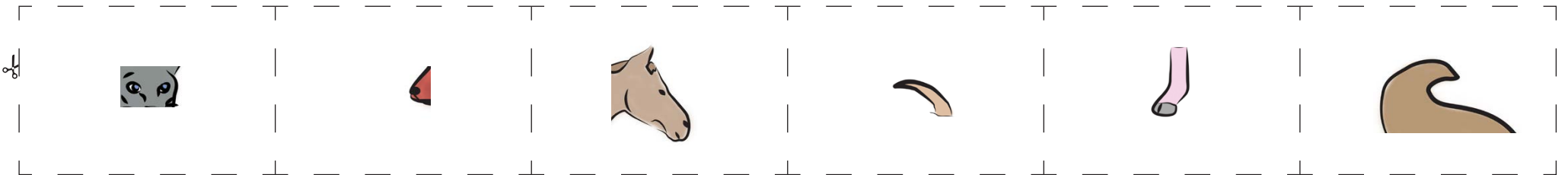
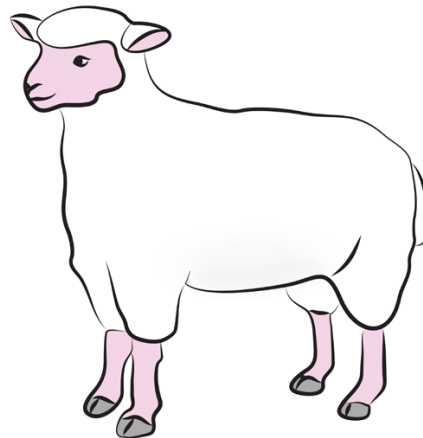
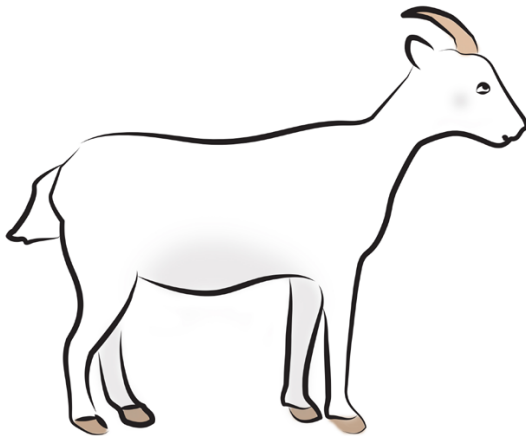
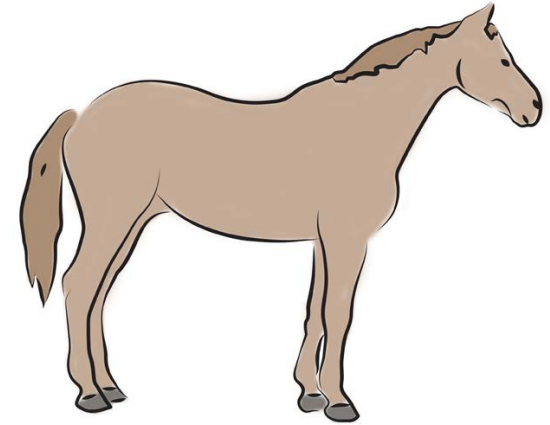
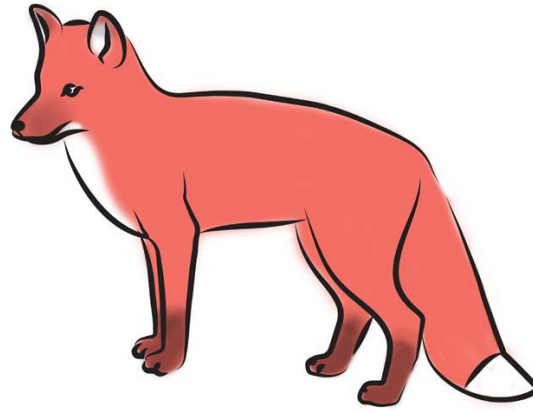
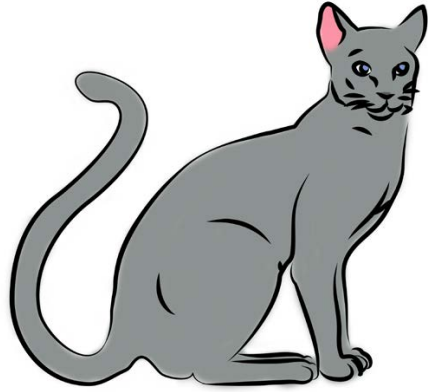


TALK MORE: TALK MORE: Model how to use the word think to demonstrate that you are not sure and coach the parent/caregiver in how to do it and why it is important. Think is a state-of-mind verb and helps the child develop their Theory of Mind skills. Theory of Mind skills include the ability to understand that every person is capable of having their own thoughts and sometimes these thoughts might be different from our own. *Oh I am not sure... I think this is the pig's tail.*

2. Animal Parts Mystery



2. Animal Parts Mystery



ACTIVITY

3. What Does the Animal Eat?

PREPARATION

Print the resource onto lightweight card.
 Cut out puzzle pieces and separate them into 2 groups; one for animals, one for food (look out for the fish; it is food!).
 The parent/caregiver takes the pile of animals and gives the food to the child.
 Each player spreads the cards out to see all the pictures.
 The therapist keeps both piles separate and spreads the cards out.

RESOURCES

- Animals A3
- Scissors

INSTRUCTIONS

You are going to match the animal to its food.

1. The therapist chooses an animal and tells the parent/caregiver which one to find (encourage the child to overhear).
2. The parent/caregiver repeats the animal name, finds it, and then asks the child to find what that animal eats.
3. The child looks for the food for that animal, talks about it, and puts the puzzle pieces together.
4. Hold the puzzle pieces up to the camera to check that you have the same combination.
5. Then the child chooses a food item, labels it for the therapist to find, and requests the animal that eats it.
6. The parent/caregiver and the therapist look for, find, and talk about the animal that eats that food.
7. Take turns choosing, labelling, and requesting until all the cards are finished.

KEY STRATEGY



TALK MORE: Coach the parent/caregiver on how to Talk More by thinking aloud, which means describing all the words that go with what's happening, the thinking behind working out what to do, and what will happen next. *I heard (therapist's name) say, "Find the cat" So I'm looking for the cat. Hmm... the cat. OK, there is the cat. I found the cat. Now let's look for what the cat eats. Look at your cards... I wonder what the cat likes to eat? Maybe the child picks the wrong food. Coach the parent on how to use Talk More to provide language models to discuss making the correct choice. Oh, this is not the cat's food... See, the puzzle doesn't fit. We need to look again for what the cat eats.*

KEY STRATEGIES



TALK MORE: An important part of the Talk More strategy is making more comments and asking fewer questions. Questions put the child in a situation that feels like a test. Talking is teaching. Coach the parent/caregiver how to change questions into comments. *Let's look together for the food the cat eats. I think I know what the cat eats. Some cats like to eat fish.*

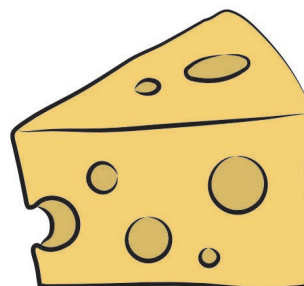
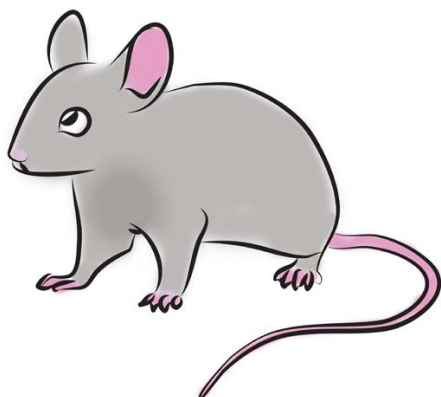
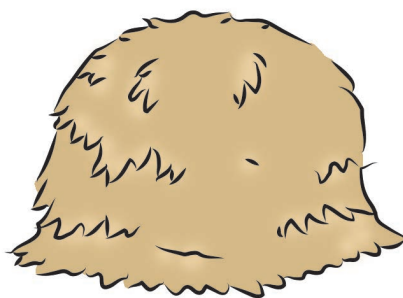
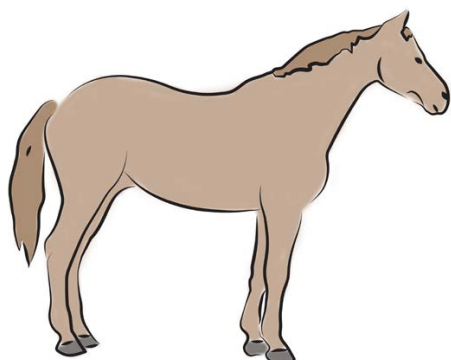
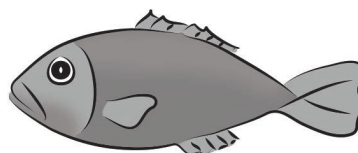
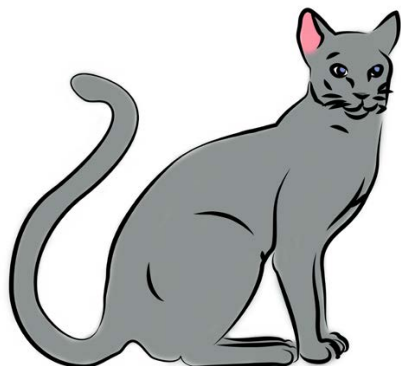
USE CHOICES: Some types of questions are useful. Modelling language in a choice question provides the child with an immediate language model, which makes it easy to copy and feels less like a test. Modify the choice question according to the child's expressive language ability. If the child is working on developing single words, have just one word highlighted by the choice. *Do you think the cat eats hay or fish?* If the child is working toward combining words, *Do you think the cat eats hay or the cat eats fish?* Or if the child is beginning to use advanced grammatical structures, extend the choice question. *Do you think the cat likes to eat hay or the cat likes to eat fish?*

KEY STRATEGY

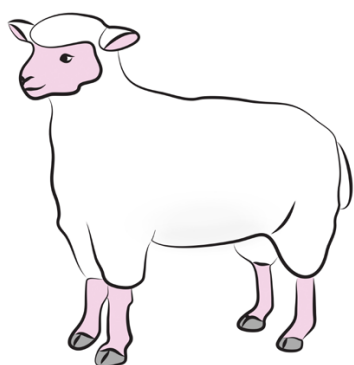
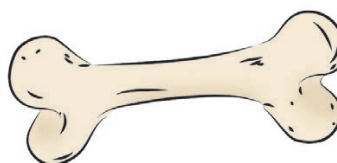
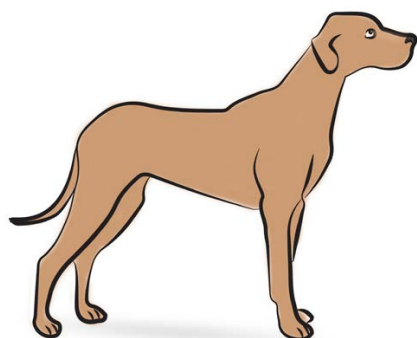
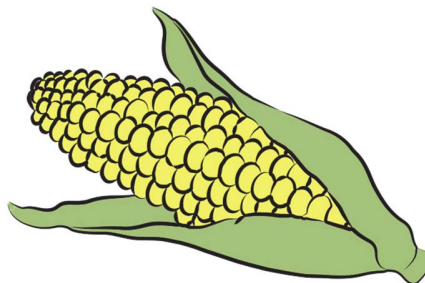
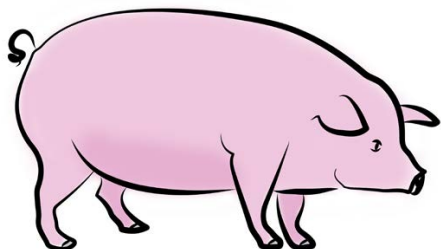


TALK MORE: Research about vocabulary development demonstrates that if we help children understand the relationship between words, they are more likely to remember them. Coach the parent/caregiver to use Talk More to give the child information about their world and how it relates to the relationships in the puzzle pieces. *Remember we saw a picture of a fish on the can of cat food at the supermarket.*

3. What Does the Animal Eat?



3. What Does the Animal Eat?



ACTIVITY

4. What Could That Be Hiding From Me?

PREPARATION

Print the resource onto paper or load the electronic version of the resource on a device. Cut out pages, assemble the book, and staple the pages together.

If using the e-version, the therapist can choose to load the book and share screen or follow along on their own device while the parent leads the activity.

RESOURCES

- Animals A4 (print or slide deck)
- Scissors
- Stapler

INSTRUCTIONS

The parent/caregiver will lead the activity by independently reading the book with the child. The therapist will watch and if required, coach the parent/caregiver on the strategies below.

1. The parent/caregiver will talk about the cover picture and what the boy is doing.
2. The parent/caregiver will read the first question page and take a guess at what the animal is.
3. The parent/caregiver will ask the therapist what they think it is and then ask the child to have a guess.
4. The parent/caregiver will turn the page and while keeping the picture hidden, read the text with emphasis on the animal. The child is encouraged to repeat the animal name and then look at the picture.
5. The parent/caregiver will flip back to the question page to Talk More about the picture and the guesses.
6. The parent/caregiver will continue to lead this activity until the end of the book.

KEY STRATEGIES

TALK MORE: Coach parents/caregivers in how to use Talk More to capture and hold children's attention during book reading. They can demonstrate how interested and excited they are to read this book and find out about what animals are hiding by adding exclamations and using state-of-mind verbs. *Uh-oh! I wonder what that is hiding in the box. Hmmm, I think it could be a monkey. Oooh! I hope it's a monkey. I like monkeys.*



LISTENING FIRST: Giving information through Listening First helps develop the neural pathway to the auditory area of the brain. For beginning listeners, coach the parent/caregiver to try and hold the picture just out of the line of the child's sight while reading each page, then share the pictures with the child and talk again. As their children's listening and talking skills develop, parents/caregivers can wait until their child repeats some of the words before they share the pictures.

KEY STRATEGY

TALK MORE: Coach parents/caregivers how to highlight language models just above their child's current spontaneous expressive language level. They can do it by putting stress on the word or words they want their child to say. For example, if the child is just developing single words the guess might be, *I think it's a cat.* If the child is starting to combine words, *I think it's a cat under the hat.* If the child is using longer sentences, *I think there is a cat hiding under the hat.* Encourage the parent/caregiver to ask you for your guess so you can model the same language structures. Guessing a different animal will help the child understand that different people can have different ideas. After hearing two guesses, the child can be asked to have a guess.



KEY STRATEGY

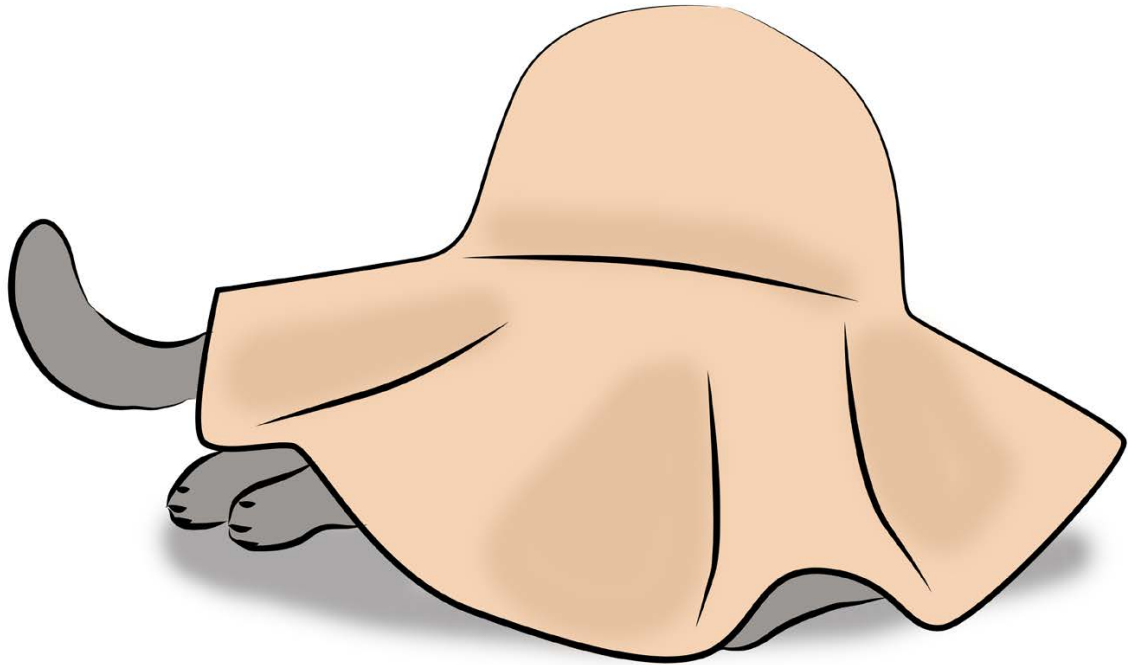
TALK MORE: Coach the parent/caregiver to talk about the expected and the unexpected throughout the book. A dog behind a log is not so unusual so a comment might be, *Oh yes, I have seen a dog behind a log... but a goat in a boat, that would be a surprise! And a horse up in a tree, well that's just funny.* Guide the parent/caregiver to talk about why the pictures are funny or unexpected to help the child make more sense of their world and identify and enjoy humour.



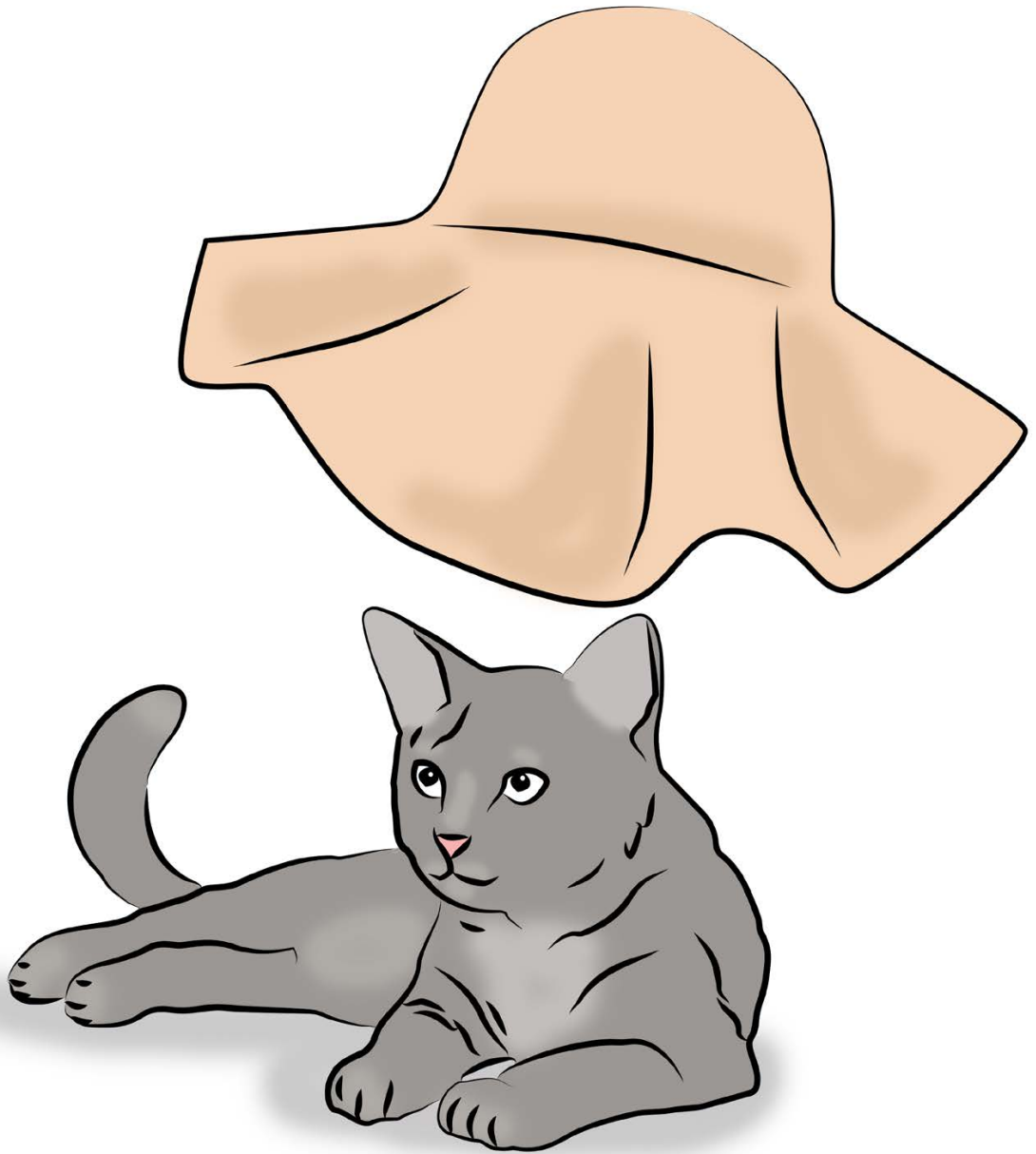
2. What Could That Be Hiding From Me?

What could that be
hiding from me?

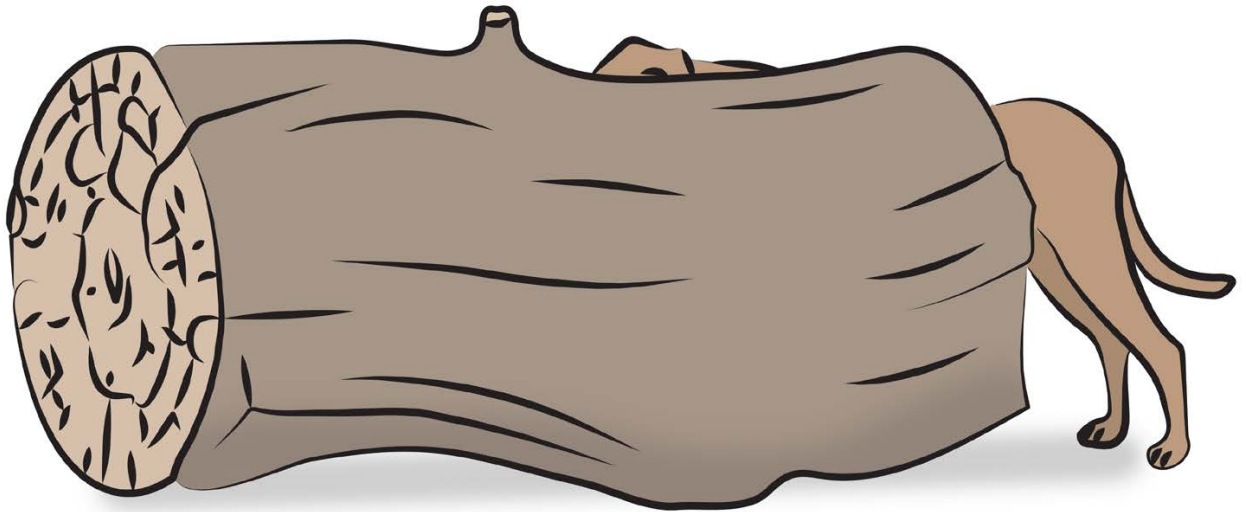




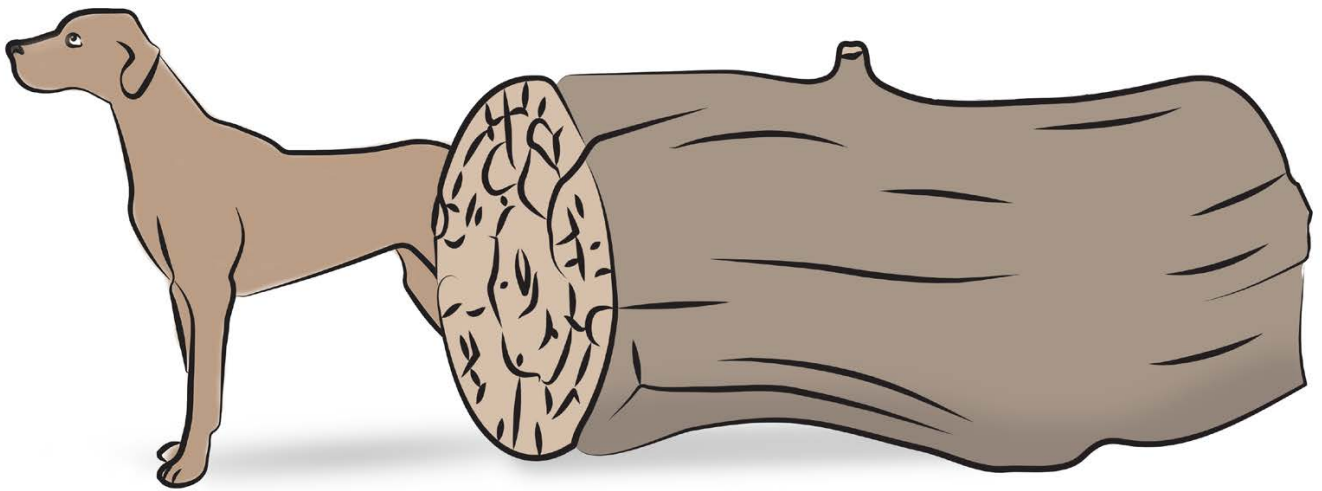
What's that hiding
under the hat?



It's a cat under the hat.



What's that hiding
behind the log?



It's a dog behind the log.



What's that hiding
inside the box?



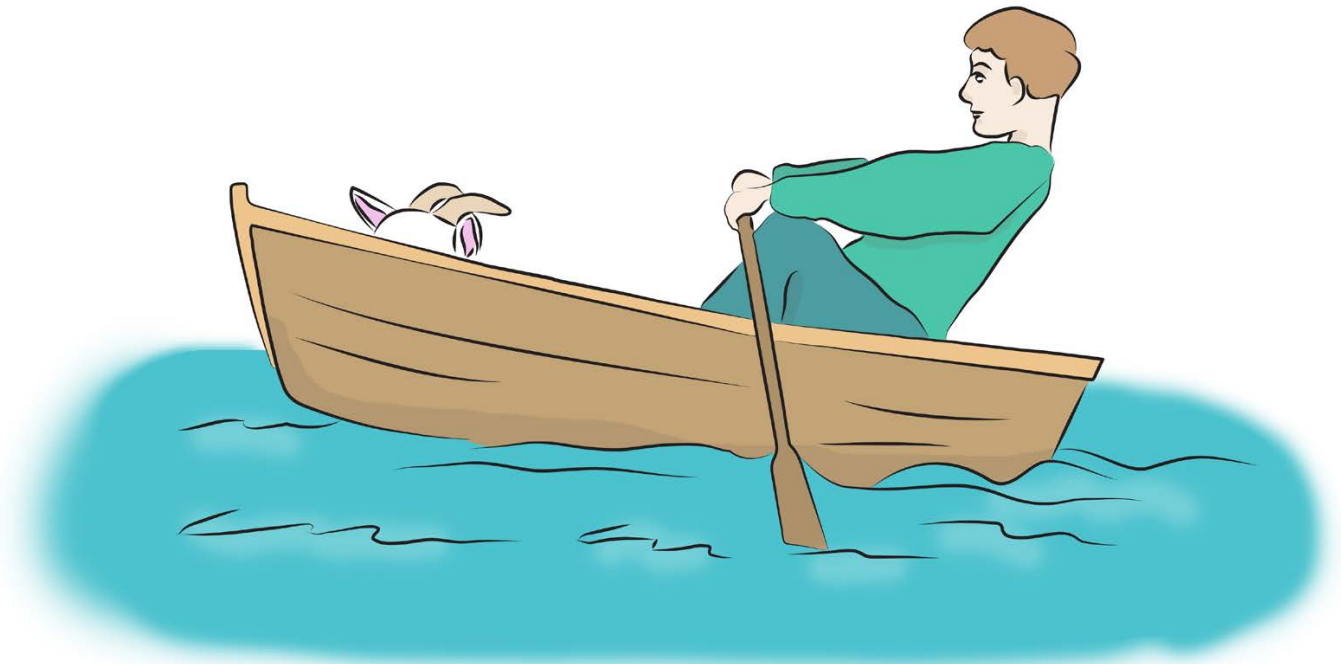
It's a fox inside the box.



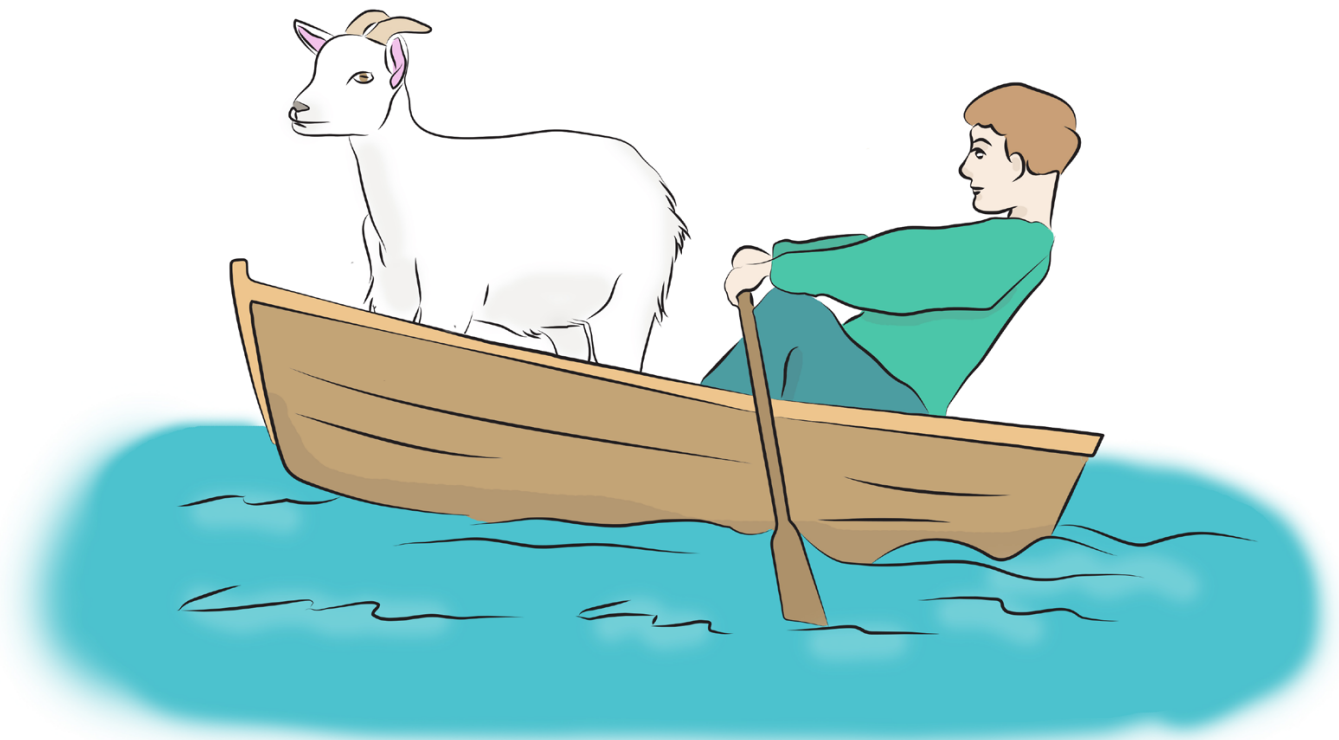
What's that hiding
beside the house?



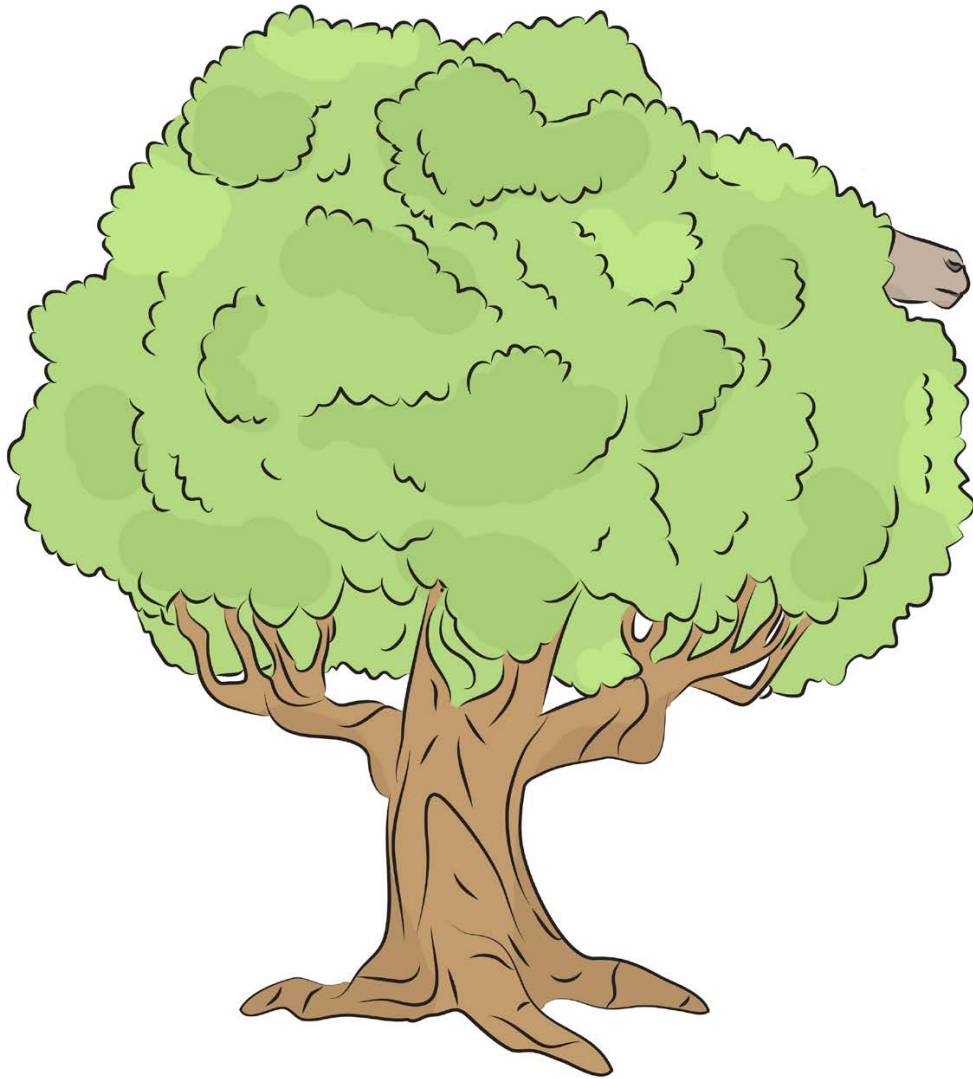
It's a mouse
beside the house.



What's that hiding
in the boat?



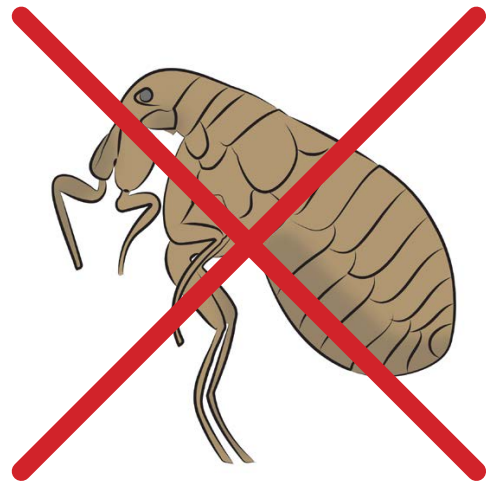
It's a goat in the boat.



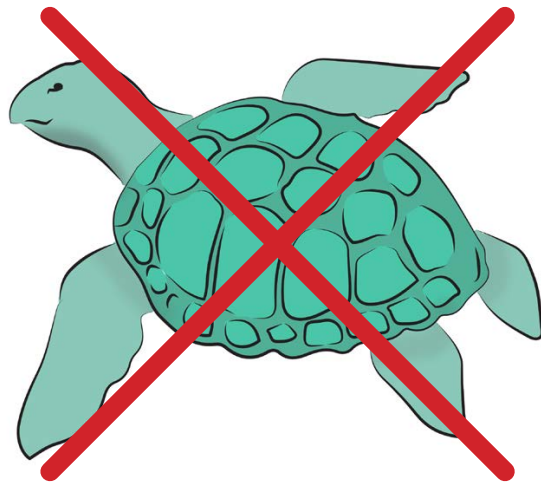
What's that hiding
up in the tree?



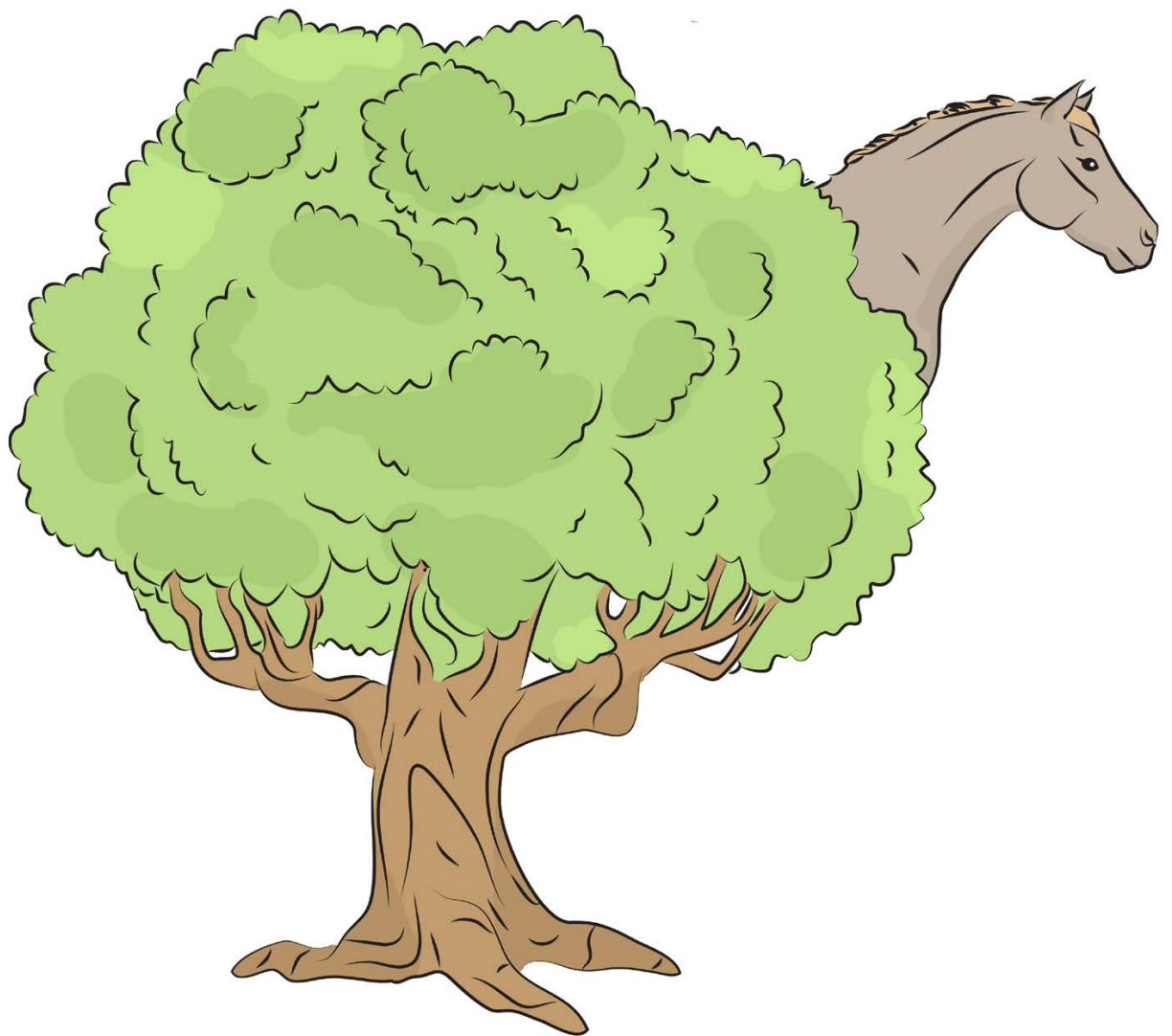
It's not a bee,



nor a flea,



nor a turtle
from the sea.



It's a horse,
of course!

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