

# Adult Rehabilitation Kits

FAMILIES - WHO'S WHO?



hearLIFE

# Learn About the Adult Rehabilitation Kits

## Session Plan

Includes Level 1 and Level 2

## Who's Who?

- Hear Say Choose
- Listen and Process
- Increase Understanding

We would like these rehabilitation kits to help as many people as possible, so the Adult Rehabilitation Kits may be shared openly for fair usage. However, MED-EL retains full rights to the material, so the content may not be altered, rebranded, or repurposed for commercial use.

# Learn About The Session Plans



indicates *auditory training* goals



indicates *auditory and cognitive processing* goals



indicates *integrating hearing into lifestyle* goals

**Note:** This Adult Rehabilitation Kit is for a new listener or a listener developing confidence with their hearing technology. If you are unsure where to start, simply begin at Level 1. All recipients will benefit from all activities, even if they seem simple at first. This helps build listening endurance and confidence.

## How to choose a level

| <b>Level 1</b> | <p>The recipient is learning to discriminate words of differing syllable number.</p> <p>The recipient is learning to understand words when they are at the end of a sentence and when they have differing acoustic characteristics.</p>  | <p>The recipient needs support with activities which involve aspects of auditory and cognitive processing. Auditory memory tasks are challenging.</p> | <p>The recipient is working along their journey to life using a hearing implant and is developing confidence in communicating in their wider world.</p> <p>Support is needed to develop communication strategies.</p> |
|----------------|--|---|---|
| <b>Level 2</b> | <p>The recipient is learning to discriminate words of the same syllable number with differing acoustic characteristics.</p> <p>The recipient is learning to understand words when they are in multiple places in a sentence and when they have similar acoustic characteristics.</p> | <p>The recipient can complete some activities which involve auditory and cognitive processing.</p>  |   |

# Tips

This material is suitable for recipients who have had their hearing device fitted or cochlear implant processor switched on for a period of two weeks or more.

Check the recipient's hearing at the beginning of every rehabilitation session using the Ling Six Sound Test.

- Find a strategy for giving the recipient instructions for each activity. You might need to write the instructions down or you can use the instructions on these pages and point to the words as you read them.
- Ensure that the recipient understands all the information that is provided throughout the session. For example, if you speak to another family member, ensure that the recipient can access what was said. It may be necessary to write it down. It is important for the recipient to be included and valued as a participant in all discussions throughout the session.
- It is often helpful to do a trial of each activity together to ensure the recipient knows what they are required to do. Building confidence in recipients is important. Remember that activities that are easy are still useful to build confidence and increase listening endurance. Do not rush to harder activities.
- When using paper or a hand to limit visual access, be sure a good auditory signal is received. Ensure the sound is not muffled by the screen.
- Remember that the activities can be tiring for the recipient. Ensure there are some breaks between activities when the recipient can relax (e.g., getting a drink of water, stretching) before beginning the next activity.
- For Hearing Lifestyle activities, easy access to information is recommended. This can be achieved by allowing access to lip-reading or by reading the information.

## Present activities

1. LISTEN

Auditory alone  
(use a screen over the mouth)

2. LISTEN LOOK

Auditory-visual  
(allow lip-reading)

3. LISTEN LOOK READ

Auditory-visual + written word  
(allow lip-reading and reading the text)

Easier  Harder

| CHOICES   |   |
|---|---|
| Small number of choices   | Large number of choices   |
| Answer alone  | Carrier phrase with answer at the end, then in the middle               |
| PRESENTATION  |   |
| Auditory-visual<br>(lip-reading, reading the text)                          | Auditory-alone  |
| Clear speech<br>(slightly slower, well articulated)                         | Natural speech  |
| Cue <i>ready</i> or <i>listen</i>   | No cues   |
| Close   | At distance   |
| In quiet  | With background noise   |
| CONTENT   |   |
| Common vocabulary and ideas   | Unfamiliar or advanced vocabulary and ideas                             |
| Topic known   | Topic unknown   |
| Read through and practise before beginning                                  | No read through or practise   |
| Words with different syllable numbers<br>Words with large sound differences | Words with same syllable number<br>Words with smaller sound differences |

Date: .....

Name: .....

Months Post-Implant: .....

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

**HEAR SAY CHOOSE****Level 1:**

- Identifies words of differing syllable number; alone and with a carrier phrase

**RESOURCE**

- Shared Page: 7

**LISTEN AND PROCESS****Level 1:**

- Listens to and processes descriptions with easy to understand key words; small set

**RESOURCES**

- Speaker Page: 9
- Recipient Page: 10

**INCREASE UNDERSTANDING**

- Understands how cochlear implant works

**RESOURCE**

- Shared Pages: 13-14

**Level 2:**

- Identifies words of same syllable number; alone, at the end of a sentence, and within a sentence
- Identifies words of same syllable number with similar sounds; alone, at the end of a sentence, and within a sentence

**RESOURCE**

- Shared Page: 8

**Level 2:**

- Listens to and processes descriptions with key words embedded; large set

**RESOURCES**

- Speaker Page: 11
- Recipient Page: 12

The resources may be used and shared electronically or printed for use.

## ACTIVITY

## 1. Who's Who?

## HEAR SAY CHOOSE



## EXPECTED OUTCOMES

## Level 1:

- Identifies words of differing syllable number; alone and with a carrier phrase

## Level 2:

- Identifies words of same syllable number; alone, at the end of a sentence, and within a sentence
- Identifies words of same syllable number with similar sounds; alone, at the end of a sentence, and within a sentence

1. Start with the first pair of words on the Recipient Page. Cover the words below that pair.
2. Say each word alone while pointing to it. Have the recipient repeat it. For new recipients, this step may be repeated several times.
3. Say one of the words alone without pointing to it.
4. The recipient points to or repeats the word. Randomly choose a word from this pair and repeat or proceed to the next pair.
5. Try the pairs again using one of the suggested carrier phrases or sentences.

## LISTEN AND PROCESS



## EXPECTED OUTCOMES

## Level 1:

- Listens to and processes descriptions with answer provided; small set

## Level 2:

- Listens to and processes descriptions with key words embedded; large set

1. The speaker randomly chooses a description from their page and reads it aloud.
2. The recipient then chooses the correct picture from their page.


## INCREASE UNDERSTANDING



## EXPECTED OUTCOMES

- Understands how cochlear implant works

Discussing hearing loss can be challenging. Suggestions for topics to discuss with the recipient's family and friends are provided along with a short description of how a cochlear implant works which can be used to describe it to others.

|   |                 |
|---|-----------------|
|  | HEAR SAY CHOOSE |
|   | Shared Page     |
|   | Level 1         |

## LIST ONE:


|             |                   |
|-------------|-------------------|
| Grandmother | Son               |
| Sister      | Great Aunty       |
| Mother      | Great Grandfather |
| Son         | Daughter          |
| Wife        | Son-in-Law        |
| Grandfather | Niece             |
| Father      | Daughter-in-Law   |
| Great Uncle | Wife              |
| Husband     | Great Grandfather |
| Brother     | Great Grandmother |

## LIST TWO:

|             |             |
|-------------|-------------|
| Nephew      | Grandmother |
| Wife        | Father      |
| Grandmother | Aunty       |
| Mother      | Son-in-Law  |
| Grandpa     | Niece       |
| Daughter    | Son         |
| Husband     | Wife        |
| Brother     | Son         |
| Grandmother | Sister      |

## EXAMPLES OF CARRIER PHRASES:

Here comes my wife. Here comes my son-in-law.  
 I see my niece. I see my grandfather.

|   |                 |
|---|-----------------|
|  | HEAR SAY CHOOSE |
|   | Shared Page     |
|   | Level 2         |

## WORDS OF SAME SYLLABLE NUMBER

|               |               |
|---------------|---------------|
| Niece         | Son           |
| Father        | Uncle         |
| Mother        | Aunty         |
| Nephew        | Grandma       |
| Grandfather   | Great Aunty   |
| Grandmother   | Great Uncle   |
| Mother        | Father        |
| Daughter      | Mother        |
| Sister        | Brother       |
| Mother-in-Law | Father-in-Law |

## WORDS OF SAME SYLLABLE NUMBER WITH SIMILAR SOUNDS

|        |        |
|--------|--------|
| John   | Jim    |
| Sarah  | Sally  |
| Sam    | Sean   |
| Jane   | Joan   |
| Karen  | Carmen |
| Betty  | Barry  |
| James  | Jim    |
| Harry  | Henry  |
| Sandra | Sarah  |
| Flynn  | Finn   |

EXAMPLES OF CARRIER PHRASES  
(WORD AT END OF SENTENCE):

I can see my son. I can see my niece.  
 Here comes my nephew. Here comes my  
brother.  
 Where is my daughter? Where is my aunty?

EXAMPLES OF CARRIER PHRASES  
(WORD IN MIDDLE OF SENTENCE):

I hope my grandfather is coming today. I hope  
 my great aunty is coming today.  
 Where has my mother-in-law gone?  
 Where has my father-in-law gone?





## LISTEN AND PROCESS

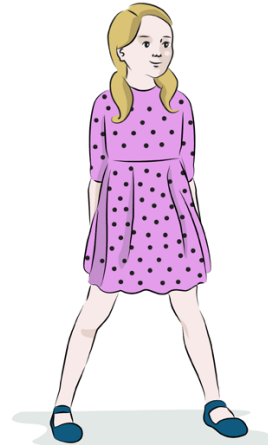
Speaker Page

Level 1



Baby

He is crawling. He is wearing a diaper. He is a baby.



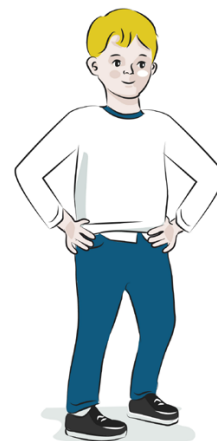
Daughter

She has a dress with spots. She has blonde hair in bunches. She is a girl. She is the daughter.



Mother

Her trousers are blue. She has dark hair. Her top is yellow. She is the mother.



Son

He has blue trousers. His shoes are black. He is the son.



LISTEN AND PROCESS

Recipient Page

Level 1



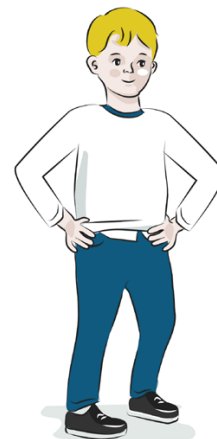
Daughter



Mother



Baby



Son



LISTEN AND PROCESS

Speaker Page

Level 2



## Baby

This person is very young. She is wearing a white diaper. She is crawling.



## Mother

She has blue trousers and a yellow shirt.



## Nephew

He has brown shorts. He has his hands in his pockets.



## Grandmother

Her hair is grey. She has blue trousers.



## Niece

She has blonde hair. Her diaper is red.



## Daughter

She has a pink dress. Her hair is in bunches.



## Son

He has blue shoes and blue shorts. His hands are on his hips.



## Grandfather

He has a blue shirt. His hair is grey.



LISTEN AND PROCESS

Recipient Page

Level 2



Daughter



Nephew



Son



Mother



Grandmother




Grandfather



Baby



Niece

|   |  |
|---|--|
|  | <p>INCREASE UNDERSTANDING</p> <p>Shared Page</p> |
|---|--|

It can be useful to have a quick way to describe your hearing loss and your cochlear implant to your friends and family. They might be interested to know why you chose to get a cochlear implant. You may want to discuss:

- the cause of your hearing loss
- the impact it has had on your life
- if you used hearing aids and how they did or did not work for you
- why you chose to get a cochlear implant
- how the cochlear implant has changed your life

*"My hearing had got worse over the last few years. I became deaf and so hearing aids could no longer help me. The team at the implant centre helped me to decide about getting a cochlear implant. It provides sound in a completely unique way. It works by sending electrical impulses to my hearing nerve."*

It is useful for your family and friends to know that learning to hear with the cochlear implant takes time and effort. You may want to discuss:

- rehabilitation; learning to hear again with the cochlear implant
- where you are at in your hearing journey (what you can understand through listening along at this time, what is easy for you, and what is difficult)
- listening can be tiring
- both the speaker and the listener need to be aware of strategies to improve communication

*"The sound I get from the cochlear implant is different to what I used to hear with hearing aids. It will take time until I can make the most of hearing the new sound."*

*"I'm starting the process of learning to hear with the new sound from the cochlear implant. I can make out some words, but not all. It is getting better over time, please be patient with me!"*

Sometimes people will ask how your cochlear implant works. The following is a description that can be used to help explain:

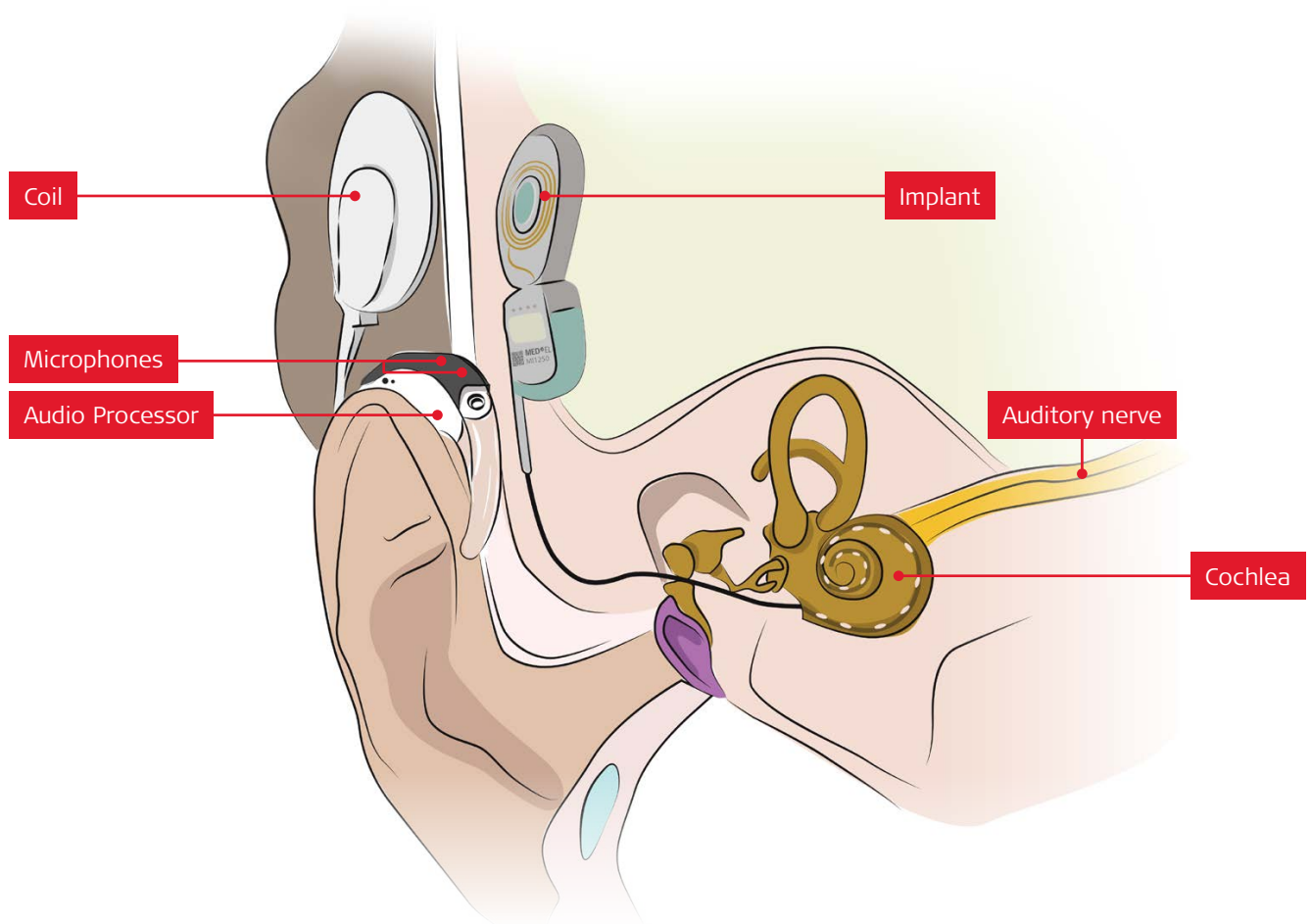
*"There are two parts to a cochlear implant system. The internal part is called the implant, and the external part is called the auditory processor. The processor has a microphone that picks up the sound. It processes it and sends it through the coil into the implant under my skin. The implant stimulates areas inside my cochlea that sends signals to my hearing nerve so that I can hear."*



## INCREASE UNDERSTANDING

Shared Page

Here is a picture which might be useful to help you, your family, and friends understand how the device works:



*Now practise how you will describe your hearing loss, how you made your decision to get a cochlear implant, and how it works.*

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