

# Adult Rehabilitation Kits

FAMILIES - YOUR FAMILY



hearLIFE

# Learn About the Adult Rehabilitation Kits

## Session Plan

Includes Level 1 and Level 2

## Your Family

- Hear Say Choose
- Selective Listening
- How Can They Help Us?

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 (lip-reading, reading the text)	Auditory-alone
Clear speech (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 Words with large sound differences	Words with same syllable number 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

		
<p><b>HEAR SAY CHOOSE</b></p> <p><b>Level 1:</b></p> <ul style="list-style-type: none"> <li>Identifies familiar names of differing syllable number; alone and with a carrier phrase</li> </ul> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>Speaker Page: 7</li> <li>Shared Page: 8</li> </ul>	<p><b>SELECTIVE LISTENING</b></p> <p><b>Level 1:</b></p> <ul style="list-style-type: none"> <li>Listens to name and identifies corresponding date</li> </ul> <p><b>RESOURCE</b></p> <ul style="list-style-type: none"> <li>Shared Page: 9</li> </ul>	<p><b>HOW CAN THEY HELP US?</b></p> <ul style="list-style-type: none"> <li>Learns strategies family members can use to help make hearing easier</li> </ul> <p><b>RESOURCE</b></p> <ul style="list-style-type: none"> <li>Shared Page: 10</li> </ul>
<p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>Identifies familiar names of similar syllable number and sounds; alone, at the end of a sentence, and within a sentence</li> </ul> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>Speaker Page: 7</li> <li>Shared Page: 8</li> </ul>	<p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>Listens to partial spoken date and identifies missing information (day, month, year, or part of year)</li> </ul> <p><b>RESOURCE</b></p> <ul style="list-style-type: none"> <li>Shared Page: 9</li> </ul>	

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

## ACTIVITY

# 3. Your Family

## HEAR SAY CHOOSE



### EXPECTED OUTCOMES

#### Level 1:

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

#### Level 2:

- Identifies familiar names of similar syllable number and sounds; alone, at the end of a sentence, and within a sentence

*On the Shared Page write a list of names of family members and friends. Pair names by differing syllable number and by similar syllable number.*

1. Start with the first pair of words on the Shared 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.

## SELECTIVE LISTENING



### EXPECTED OUTCOMES

#### Level 1:

- Listens to name and identifies corresponding date

#### Level 2:

- Listens to partial spoken date and identifies missing information (day, month, year, or part of year)

*On the Shared Page write a list of names of family members and friends, and write their birth dates next to their names.*

1. For Level 1, the speaker randomly says a name on the list.
2. The recipient finds the name and says the birth date that corresponds to that name.
3. For Level 2, the speaker randomly says a birth date but omits either the day, month, year, or part of the year (e.g., John, 8th of \_\_\_ 1976).
4. The recipient fills in the missing information (e.g., January).


## HOW CAN THEY HELP US?



### EXPECTED OUTCOMES

- Learns strategies family members can use to help make hearing easier

Strategies for others in the recipient's life are discussed in this activity. These can either be addressed directly if the other person is present in the session or by discussing and sending information that can be shared with others later.

	HEAR SAY CHOOSE
	Speaker Page
	Level 1


Choose pairs of names from the list which are different in their syllable number and how they sound. For example,

Jim Alexandra

are very different as one has one syllable and one has four syllables, and they contain many different sounds.

Use the pairs in a HEAR SAY CHOOSE activity.

Use the words alone and then with a carrier phrase with the word at the end of the sentence (e.g., I can see Jim vs. I can see Alexandra; Here comes Jim vs. Here comes Alexandra).

	HEAR SAY CHOOSE
	Speaker Page
	Level 2


Choose pairs of names from the list which are similar in syllable number and sounds.

Use the pairs in a HEAR SAY CHOOSE activity.

Use the words alone and then with a carrier phrase first at the end, then in the middle of the sentence (e.g., I can see Jim vs. I can see John; I think Sarah is arriving today vs. I think Jonah is arriving today).





	<b>SELECTIVE LISTENING</b>
	Shared Page
	Level 1 and 2

List the names of familiar people and their birth dates.

e.g., John 8 January 1976

Janet 12 February 1964

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

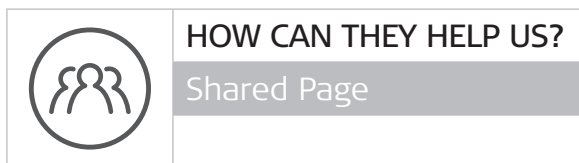
.....

.....

.....

.....

.....



Sometimes it can be difficult to hear what people say to you.

Here are some ideas for your family and friends to help you to hear better.

1. Say the recipient's name (to get their attention before you start speaking)
2. Be close to the recipient
3. Avoid talking to the recipient from a different room
4. Face the recipient when you are talking to them
5. Don't stand with your back facing a window or lighting source (this puts your face into shade)
6. Don't eat or chew at the same time as you are talking
7. Keep your hands away from your face while talking
8. Turn off other noises such as television, air conditioning, projector, or heating
9. Only one person talks at a time when in a group
10. Provide a key word or topic before starting a conversation or when switching topics
11. Talk, sit, or stand towards the side if the person has better hearing in one ear

12. Use clear speech:

- m. Articulate sounds precisely and accurately
- n. Form words fully
- o. Speak a little more slowly
- p. Take pauses between phrases and sentences
- q. Speak slightly louder (but don't shout)
- r. Use extra tone and stress to make your speech more interesting
- s. Use natural, unexaggerated facial movements

## MED-EL Offices Worldwide

### AMERICAS

**Argentina**  
medel@medel.com.ar

**Canada**  
officecanada@medel.com

**Colombia**  
office-colombia@medel.com

**Mexico**  
office-mexico@medel.com

**United States**  
implants@medelus.com

### ASIA PACIFIC

**Australia**  
office@medel.com.au

**China**  
office@medel.net.cn

**Hong Kong**  
office@hk.medel.com

**India**  
implants@medel.in

**Indonesia**  
office@id.medel.com

**Japan**  
office-japan@medel.com

**Malaysia**  
office@my.medel.com

**Philippines**  
office@ph.medel.com

**Singapore**  
office@sg.medel.com

**South Korea**  
office@kr.medel.com

**Thailand**  
office@th.medel.com

**Vietnam**  
office@vn.medel.com

### EMEA

**Austria**  
office@at.medel.com

**Belgium**  
office@be.medel.com

**Finland**  
office@fi.medel.com

**France**  
office@fr.medel.com

**Germany**  
office@medel.de

**Italy**  
ufficio.italia@medel.com

**Portugal**  
office@pt.medel.com

**Spain**  
office@es.medel.com

**South Africa**  
customerserviceZA@medel.com

**United Arab Emirates**  
office@ae.medel.com

**United Kingdom**  
customerservices@medel.co.uk

M00092 1.0