

# Adult Rehabilitation Kits

FAMILIES - WHAT DO THEY LIKE DOING?



hearLIFE

# Learn About the Adult Rehabilitation Kits

## Session Plan

Includes Level 1 and Level 2

## What Do They Like Doing?

- Bingo
- Barrier Game
- Coming Unstuck

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# 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

**BINGO****Level 1:**

- Identifies words of differing syllable number or same syllable number with differing sounds; small set

**RESOURCE**

- Shared Page: 7

**BARRIER GAME****Level 1:**

- Listens to, remembers, and acts on sentences containing two key elements

**RESOURCES**

- Speaker Pages: 9
- Shared page: 10-11

**COMING UNSTUCK****Level 1:**

- Uses repair strategies in a structured conversation about family

**RESOURCES**

- Shared Page: 12-13

**Level 2:**

- Identifies words of differing syllable number or same syllable number with similar sounds; large set

**RESOURCE**

- Shared Page: 8

**Level 2:**

- Listens to, remembers, and acts on varied sentences containing two or more key elements

**RESOURCES**

- Speaker Pages: 9
- Shared Pages: 10-11

**Level 2:**

- Uses repair strategies in an unstructured conversation about family

**RESOURCES**

- Shared Pages: 12-13

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

## ACTIVITY

# 4. What Do They Like Doing?

## BINGO



## EXPECTED OUTCOMES

## Level 1:

- Identifies words of differing syllable number or same syllable number with differing sounds; small set

## Level 2:

- Identifies words of differing syllable number or same syllable number with similar sounds; large set

*Bingo boards and cards are used. Print the Shared Page twice. Cut one page in half, giving one to the recipient and keeping one for yourself. Cut the other copy into cards. Shuffle the cards from both bingo boards together and place them face down in a pile.*

1. Take one of the cards from the pile and read it.
2. If a player has the word on their board, cross it off or place something on it to mark the square.
3. When one player has covered all the words in a line, they say *Line*.
4. When one player has covered all the words in all the squares they say *Bingo* and are declared the winner.

## BARRIER GAME



## EXPECTED OUTCOMES

## Level 1:

- Listens to, remembers, and acts on simple sentences containing two key elements

## Level 2:

- Listens to, remembers, and acts on varied sentences containing two or more key elements

*Print the resources, making two copies of the Shared Pages. One is for the recipient and one is for yourself. Cut out the pictures.*

1. Place a barrier between the players so that they cannot see each other's resources.
2. The speaker reads the sentences and both the recipient and speaker carry out the action.
3. Check to see if the recipient has carried out the action correctly.

## COMING UNSTUCK



## EXPECTED OUTCOMES


## Level 1:

- Uses repair strategies in a structured conversation about family

## Level 2:


- Uses repair strategies in an unstructured conversation about family

Repair strategies within conversation are practised in this activity. Repair strategies are ways in which the recipient can trouble shoot the situation when a conversation becomes stuck due to a misunderstanding or lack of understanding. The activity includes step-by-step topics that can be discussed to help structure the conversation.

	BINGO
	Shared Page
	Level 1

gardening	chess	listening to music
mountain climbing	parachute jumping	backgammon
reading	yoga	golf

listening to music	community work	gaming
golf	horse riding	craft
snowboarding	skydiving	yoga

	BINGO
	Shared Page
	Level 2

astronomy	painting	skiing	scuba diving	bowling
craft	home improvement	chess	backgammon	parachute jumping
ice skating	breadmaking	mountain biking	golf	gaming
going to the movies	spinning	gardening	swimming	karate
origami	downhill skiing	reading	travelling	jogging

juggling	ice skating	horseback riding	listening to music	rowing
hunting	mountaineering	dance	cooking	karate
archery	badminton	flower arranging	craft	bowling
snowboarding	camping	going to the movies	cycling	cheerleading
chess	origami	drawing	basketball	downhill skiing



	<b>BARRIER GAME</b>
	Speaker Page
	Level 1

The book is in the bedroom.

The tennis racquet is in the garage.

The chess set is in the living room.

The goggles are in the bathroom.

The remote is in the living room.

The flowers are in the bathroom.

The knitting is in the bedroom.

The bow and arrow are in the garage.

The telescope is in the bedroom.

The fishing rod is in the garage.

	<b>BARRIER GAME</b>
	Speaker Page
	Level 2

Put the book in the bathroom where it belongs.

You can play chess in the living room today.

The remote and the telescope are in the bedroom.

The archery set and the fishing rod must stay in the garage please.

The knitting goes in the living room, and the flowers go in the bedroom.

I like reading in the bedroom.

Put the goggles and the book in the bathroom.

The telescope goes in the living room, not in the garage.

I like knitting in the living room when there are flowers to smell.

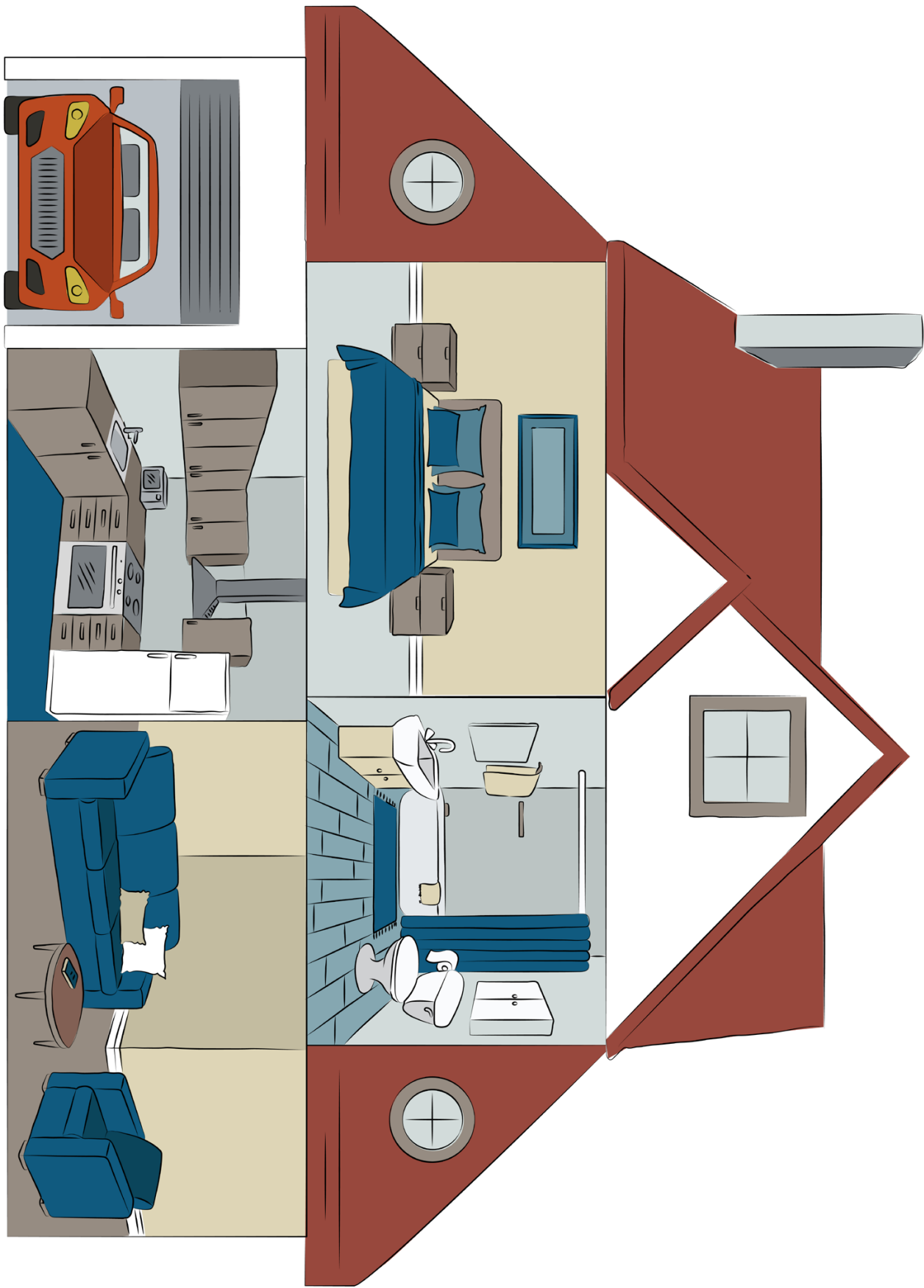
The archery set should stay outdoors.



BARRIER GAME

Shared Page

Level 1 and 2

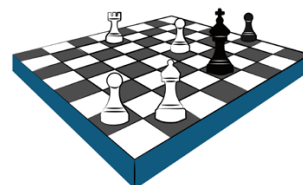
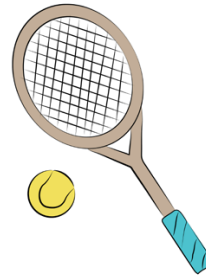
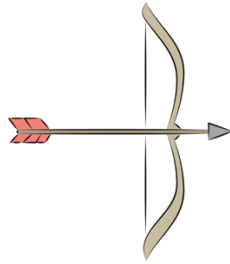
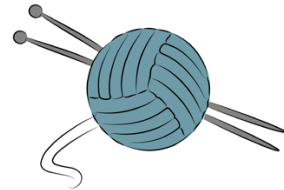





BARRIER GAME

Shared Page

Level 1 and 2




	COMING UNSTUCK
	Shared Page
	Level 1

The recipient and speaker will have a conversation together about their families.

Here is what you will talk about:


- Where you live
- Your parents' names
- Where they were born
- If you have any brothers or sisters
- If you are married
- If you have any children

Ask a question from the list. After the recipient responds, add a relevant comment and then check the recipient's understanding of the comment. If the recipient has a misunderstanding of the question or comment, refer to the strategies on the next page.

	COMING UNSTUCK
	Shared Page
	Level 2

Have a conversation together about your families. Talk about a range of topics as they come up naturally.

If the recipient has a misunderstanding of the question or comment, refer to the strategies on the next page.

	COMING UNSTUCK
	Shared Page
	Level 1 and 2

If the recipient does not hear or understand, practise using the Repair Strategies below:

STRATEGY	YOU COULD TRY...
Repetition	Can you say that again a bit slower?
	Can you say that again a bit clearer?
	Can you say that again a bit louder?
Revision	Can you make that sentence shorter?
	Can you make that sentence simpler?
	Can you break that into two sentences?
	Can you say that in a different way?
Clarification <i>You can use clarification if you heard part of the sentence</i>	I heard you say _____. I didn't hear _____ (e.g., I heard you say, "We're going to the airport", I didn't hear what time).
	Using a question (e.g., Where did you say the game is being held?)
	Using stress on a word (e.g. The blue jeans are on <b>sale</b> ?)
	Asking for specific information (e.g., The spaghetti is what?)
Addition	Can you tell me more about ____? (e.g., Can you tell me more about the movie we are going to?)
	Can you tell me what you meant by ____? (e.g., Can you tell me what you meant by Laundromat?)
Other Ways to say <i>Pardon</i>	Sorry, I didn't quite catch that sentence.
	I didn't understand what you said then.
	I didn't hear that.

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