

Adult Rehabilitation Kits

THE WORLD - GETTING THERE



Learn About the Adult Rehabilitation Kits

Session Plan

Includes Level 1 and Level 2

Getting There

- Hear Say Choose
- Cryptogram
- Travelling Tips

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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

			
Level 1	<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>
Level 2	<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:

Post-Implant:

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

		
<p>HEAR SAY CHOOSE</p> <p>Level 1:</p> <ul style="list-style-type: none"> Identifies words of differing syllable number; alone and with a carrier phrase <p>RESOURCES</p> <ul style="list-style-type: none"> Shared pages: 7-8 	<p>CRYPTOGRAM</p> <p>Level 1:</p> <ul style="list-style-type: none"> Listens to numbers, matches to letters, and fills in missing letters <p>RESOURCES</p> <ul style="list-style-type: none"> Speaker page: 11 Recipient page: 12 	<p>TRAVELLING TIPS</p> <p>Level 1:</p> <ul style="list-style-type: none"> Learns helpful tips for travelling <p>RESOURCES</p> <ul style="list-style-type: none"> Shared pages: 15-16
<p>Level 2:</p> <ul style="list-style-type: none"> Identifies words of same syllable number; alone, at the end of a sentence, and within a sentence <p>RESOURCES</p> <ul style="list-style-type: none"> Shared pages: 9-10 	<p>Level 2:</p> <ul style="list-style-type: none"> Listens to numbers, matches to letters, and forms name <p>RESOURCES</p> <ul style="list-style-type: none"> Speaker page: 13 Recipient page: 14 	

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

ACTIVITY

3. Getting There

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 Shared Page. Cover the words below that pair.
2. Say each word 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.

CRYPTOGRAM



EXPECTED OUTCOMES

Level 1:

- Listens to numbers, matches to letters, and fills in missing letters

Level 2:

- Listens to numbers, matches to letters, and forms name

The recipient is shown a code in which each letter has a corresponding number.

1. Speaker says the letters and numbers in the name of the city.
2. Recipient follows along, for each number uses the code to identify the corresponding letter, and writes the letter in the space provided to complete or spell out the name.


TRAVELLING TIPS



EXPECTED OUTCOMES

- Learns helpful tips for travelling

These tips about packing, flying, making reservations, and touring are designed for individuals with hearing loss. They can be used to make travel easier by being prepared.


	HEAR SAY CHOOSE
	Shared Page
	Level 1

Bus	Aeroplane
Helicopter	Train
Taxi	Vehicle
Canoe	Yacht
Truck	Public transport
Ferry	Boat
Jet	Motorcycle
Car	Bicycle

EXAMPLES OF CARRIER PHRASES:

Here comes a jet. Here comes a motorcycle.

I will arrive by truck. I will arrive by public transport.


	HEAR SAY CHOOSE
	Shared Page
	Level 1

Bus	Hovercraft
Fixed-Wing Aircraft	Train
Taxi	Cruise Liner
Ship	Tricycle
Truck	Helicopter
Wagon	Boat
Tram	Submarine
Car	Bullet Train

EXAMPLES OF CARRIER PHRASES:

Here comes a ship. Here comes a tricycle.

I will arrive by car. I will arrive by bullet train.


	HEAR SAY CHOOSE
	Shared Page
	Level 2

WORDS OF SAME SYLLABLE NUMBER	
Bus	Punt
Helicopter	Water Taxi
Rocket	Scooter
Launch	Barge
Truck	Ship
Ferry	Lorry
Electric Bike	Motorcycle
Car	Cab
Locomotive	Motorcycle
Sailboat	Concorde
Train	Tram
Snowmobile	Bicycle
Taxi	Cruiser
Rowing Boat	Hovercraft

EXAMPLES OF CARRIER PHRASES:

I'll travel by locomotive today. I'll travel by motorcycle today.

He travels on a sailboat often. He travels on a Concorde often.


	HEAR SAY CHOOSE
	Shared Page
	Level 2

WORDS OF SAME SYLLABLE NUMBER WITH SIMILAR SOUNDS	
Snowmobile	Submarine
Tram	Train
Microlight	Monorail
Ship	Sloop
Truck	Train
Jet Boat	House Boat
737	747
Car	Barge
Canoe	Biplane
Jet Ski	Spitfire
Gondola	Underground
Jumbo Jet	Jetliner
Trolley Bus	Omnibus
Bike	Bus

EXAMPLES OF CARRIER PHRASES:

I'll travel by tram today. I'll travel by train today.

He travels on a bike often. He travels on a bus often.

	CRYPTOGRAM
	Speaker Page
	Level 1

A	B	C	D	E	F	G	H	I	J	K	L	M
12	8	18	1	22	13	9	2	19	6	11	23	3

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	4	17	24	16	0	5	21	15	20	25	7	10


- | | |
|------------------------|-------------|
| 1. R, 4, 3, E | 1. Rome |
| 2. DEL, 2, 19 | 2. Delhi |
| 3. R, 22, N, 4 | 3. Reno |
| 4. CAI, 16, 4 | 4. Cairo |
| 5. M, 19, 12, MI | 5. Miami |
| 6. T, 4, K, 7, 4 | 6. Tokyo |
| 7. BER, 23, 19, 14 | 7. Berlin |
| 8. S, 22, OU, 23 | 8. Seoul |
| 9. M, 19, NSK | 9. Minsk |
| 10. L, 12 | 10. LA |
| 11. P, 12, R, 19, 0 | 11. Paris |
| 12. 3, 4, 0, COW | 12. Moscow |
| 13. P, 16, A, 9, UE | 13. Prague |
| 14. CH, 19, 18, 12, GO | 14. Chicago |
| 15. 23, 4, 14, DON | 15. London |
| 16. H, 12, N, 4, 19 | 16. Hanoi |

	CRYPTOGRAM
	Recipient Page
	Level 1

A	B	C	D	E	F	G	H	I	J	K	L	M
12	8	18	1	22	13	9	2	19	6	11	23	3

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	4	17	24	16	0	5	21	15	20	25	7	10

- | | |
|--------------|-----------------|
| 1. R _ _ E | 9. M _ NSK |
| 2. DEL _ _ | 10. L _ |
| 3. R _ N _ | 11. P _ R _ _ |
| 4. CAI _ _ | 12. _ _ _ COW |
| 5. M _ _ MI | 13. P _ A _ UE |
| 6. T _ K _ _ | 14. CH _ _ _ GO |
| 7. BER _ _ _ | 15. _ _ _ DON |
| 8. S _ OU _ | 16. H _ N _ _ |

	CRYPTOGRAM
	Speaker Page
	Level 2

A	B	C	D	E	F	G	H	I	J	K	L	M
12	8	18	1	22	13	9	2	19	6	11	23	3

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	4	17	24	16	0	5	21	15	20	25	7	10

- | | | |
|-----|--|----------------|
| 1. | 16, 19, 7, 12, 1, 2 | Riyadh |
| 2. | 0, 5 17, 22, 5, 22, 16, 0, 8, 21, 16, 9 | St. Petersburg |
| 3. | 1, 21, 8, 12, 19 | Dubai |
| 4. | 5, 4, 16, 4, 14, 5, 4 | Toronto |
| 5. | 2, 7, 1, 22, 16, 12, 8, 12, 1 | Hyderabad |
| 6. | 14, 22, 20 7, 4, 16, 11 | New York |
| 7. | 8, 12, 14, 9, 11, 4, 11 | Bangkok |
| 8. | 12, 3, 0, 5, 22, 16, 1, 12, 3 | Amsterdam |
| 9. | 3, 12, 1, 16, 19, 1 | Madrid |
| 10. | 0, 7, 1, 14, 22, 7 | Sydney |
| 11. | 19, 0, 5, 12, 14, 8, 21, 23 | Istanbul |
| 12. | 18, 12, 0, 12, 8, 23, 12, 14, 18, 12 | Casablanca |
| 13. | 15, 22, 14, 19, 18, 22 | Venice |
| 14. | 16, 19, 4 1, 22 6, 12, 14, 19, 22, 16, 4 | Rio de Janiero |
| 15. | 18, 12, 17, 22 5, 4, 20, 14 | Cape Town |
| 16. | 12, 8, 21, 6, 12 | Abuja |
| 17. | 11, 21, 12, 23, 12 23, 21, 3, 17, 21, 16 | Kuala Lumpur |
| 18. | 8, 21, 22, 14, 4, 0 12, 19, 16, 22, 0 | Buenos Aires |
| 19. | 6, 12, 11, 12, 16, 5, 12 | Jakarta |
| 20. | 19, 14, 14, 0, 8, 16, 21, 18, 11 | Innsbruck |

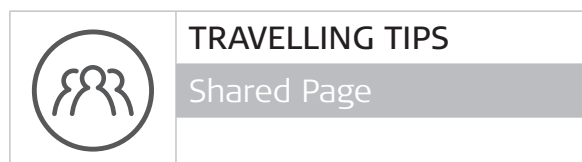
	CRYPTOGRAM
	Recipient Page
	Level 2

A	B	C	D	E	F	G	H	I	J	K	L	M
12	8	18	1	22	13	9	2	19	6	11	23	3

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	4	17	24	16	0	5	21	15	20	25	7	10

1. _____
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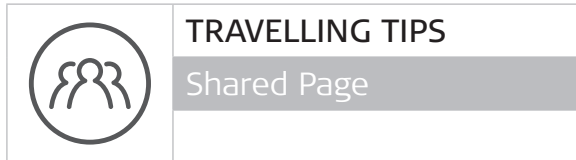
Use these tips to make your travelling easier by being prepared:

Pack

- Extra batteries and battery charger if using rechargeable batteries (remember to also bring a travel adaptor for the different electrical sockets in different countries); pack a supply of batteries in different travel bags in case one gets misplaced
- Drying kit if applicable and storing kit
- Extra cables and accessories you may use such as WaterWear if you will be around water, direct audio input cables for music and movies
- Contact information for your audiologist/clinic
- CI identification card
- Your own alarm clock if you use a special one

Flying

- Inform personnel at airport security that you have a CI. You can walk through the metal detectors but your CI may set the alarm off. If you do opt to take your processor off, do not put it directly on the conveyor belt or in plastic bins as they may generate static. Instead, carry it or put it in a fabric bag.
 - You can wear your audio processor during the entire flight. You do not need to turn it off during take-off or landing as it does not interfere with navigational systems.
 - At the gate, let the gate agent know you have a CI and use pre-boarding (anyone needing extra assistance or time). It can be difficult to hear the overhead announcements of which groups are welcome to board.
 - If you are travelling alone, let the flight attendant know you have a CI so they can check to make sure you have heard important announcements such as in an emergency.
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Hotels

- When booking, let them know you have a CI and ask about available accommodations for people with hearing loss (e.g., flashing alarms, phone).
- When checking in, let the personnel at the front desk know you have a CI. Also, let them know how you would like to be contacted in case of an emergency.
- If you are given a magnetic key card for the room, keep it away from your audio processor as the magnet in it may demagnetize the key.

Touring

- Look for telecoil symbols which mean the place is fit with hearing loops
- Look online to see if museums, theatres, etc. have hearing loops or other assistive technology
- Advocate for yourself, let tour guides know you have a CI; stand close, use lip-reading, and ask that when possible they face the group when talking
- Let tour group guides know you have a CI and ask that they write down logistical information
- Use technology: download apps of schedules, look up information about sights you will be visiting ahead of time to be familiar with names of people, places, etc. so it will be easier to understand when you hear the names

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