

Adult Rehabilitation Kits

THE WORLD - TOURIST DESTINATIONS



hearLIFE

Learn About the Adult Rehabilitation Kits

Session Plan

Includes Level 1 and Level 2

Tourist Destinations

- Crossword
- Into the Matrix
- Getting Ready

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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: Time Post-Implant:

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

**CROSSWORD****Level 1:**

- Identifies destination named from closed-set

RESOURCES

- Speaker page: 7
- Recipient page: 8

**INTO THE MATRIX****Level 1:**

- Identifies 3 words from matrix of 4 choices

RESOURCES

- Speaker page: 12
- Recipient page: 13

**GETTING READY**

- Learns tips for managing situations when travelling

RESOURCES

- Shared page: 16

Level 2:

- Identifies destination from closed-set when given sentence description

RESOURCES

- Speaker pages: 9-10
- Recipient page: 11

Level 2:

- Identifies 5 words from matrix of 5 choices

RESOURCES

- Speaker page: 14
- Recipient page: 15

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

ACTIVITY

4. Tourist Destinations

CROSSWORD



EXPECTED OUTCOMES

Level 1:

- Identifies destination named from closed-set

Level 2:

- Identifies destination from closed-set when given sentence description

A traditional crossword format is used.

Level 1:

1. The recipient requests a destination (e.g., "2 Across").
2. Say the destination.
3. The recipient finds the destination from the closed-set list.
4. The crossword is completed.

Level 2:

1. The recipient requests a clue (e.g. "2 Across").
2. Say the clue (e.g. "Tall structure in Paris").
3. The recipient finds the destination from the closed-set list.
4. The crossword is completed.

INTO THE MATRIX



EXPECTED OUTCOMES

Level 1:

- Identifies 3 words from matrix of 4 choices

Level 2:

- Identifies 5 words from matrix of 5 choices

The matrix is a grid with words and pictures from which a range of sentences can be made.

1. Show the recipient the matrix and say the words for each picture.
2. Say a sentence randomly using one word from each column.
3. The recipient repeats the sentence.

GETTING READY



EXPECTED OUTCOMES

- Learns tips for managing situations when travelling

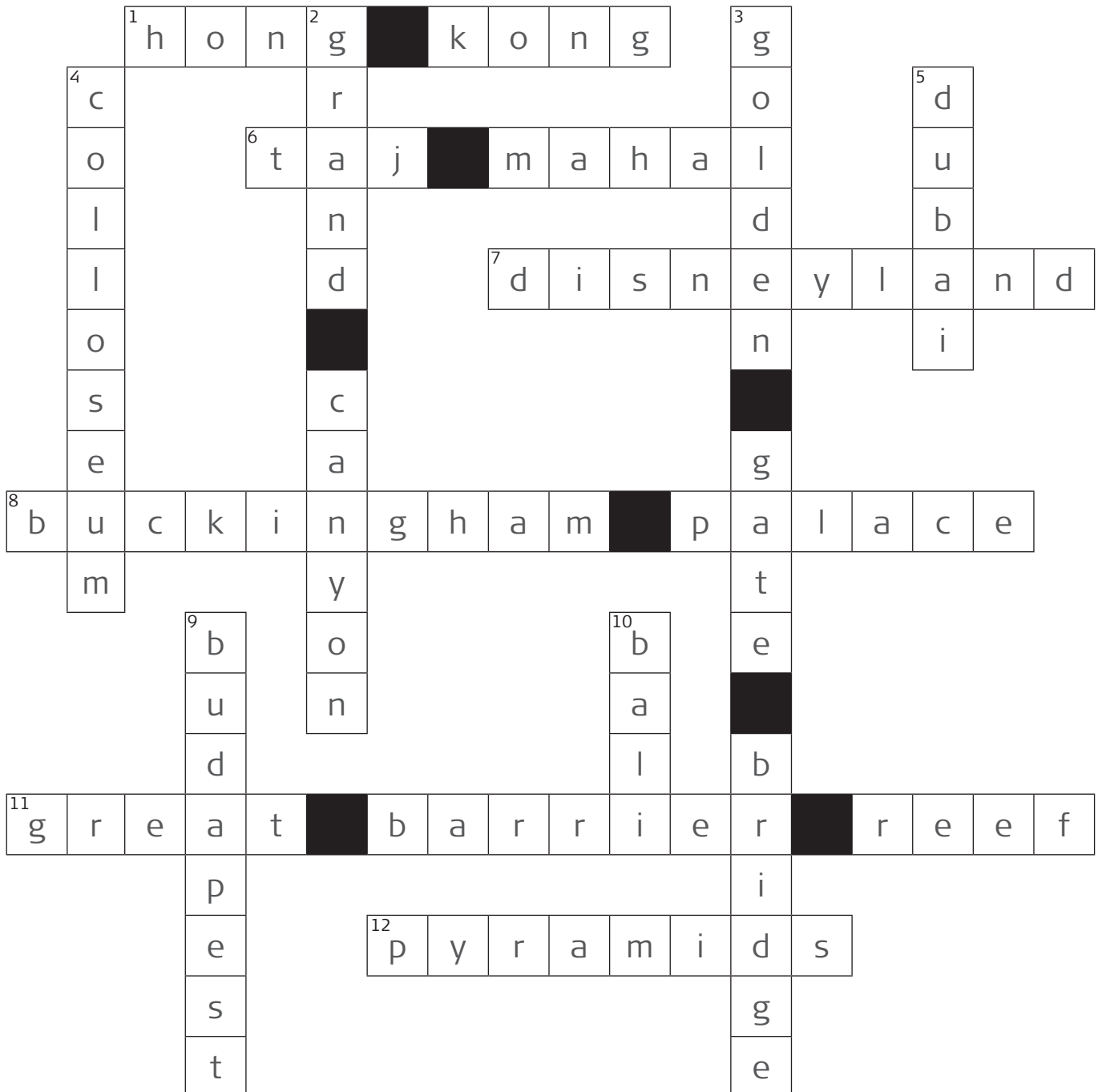
Suggestions for anticipating and preparing for situations that might be challenging when travelling are provided.



CROSSWORD

Speaker Page

Level 1



ACROSS:

1. Hong Kong
6. Taj Mahal
7. Disneyland
8. Buckingham Palace
11. Great Barrier Reef
12. Pyramids

DOWN:

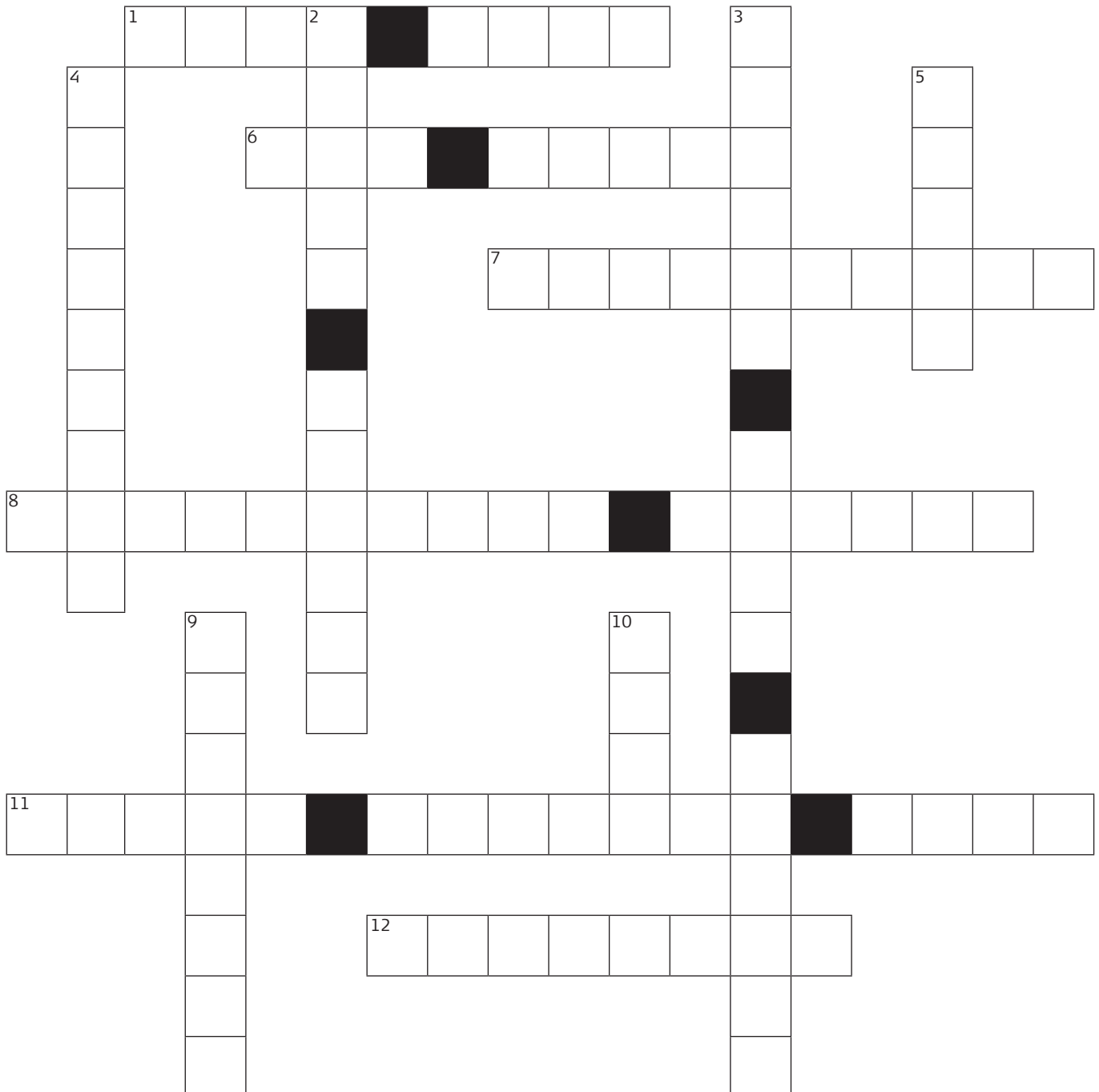
2. Grand Canyon
3. Golden Gate Bridge
4. Colloseum
5. Dubai
9. Budapest
10. Bali



CROSSWORD

Recipient Page

Level 1



ANSWER LIST:

Disneyland
Grand Canyon
Colloseum
Pyramids
Buckingham Palace
Dubai

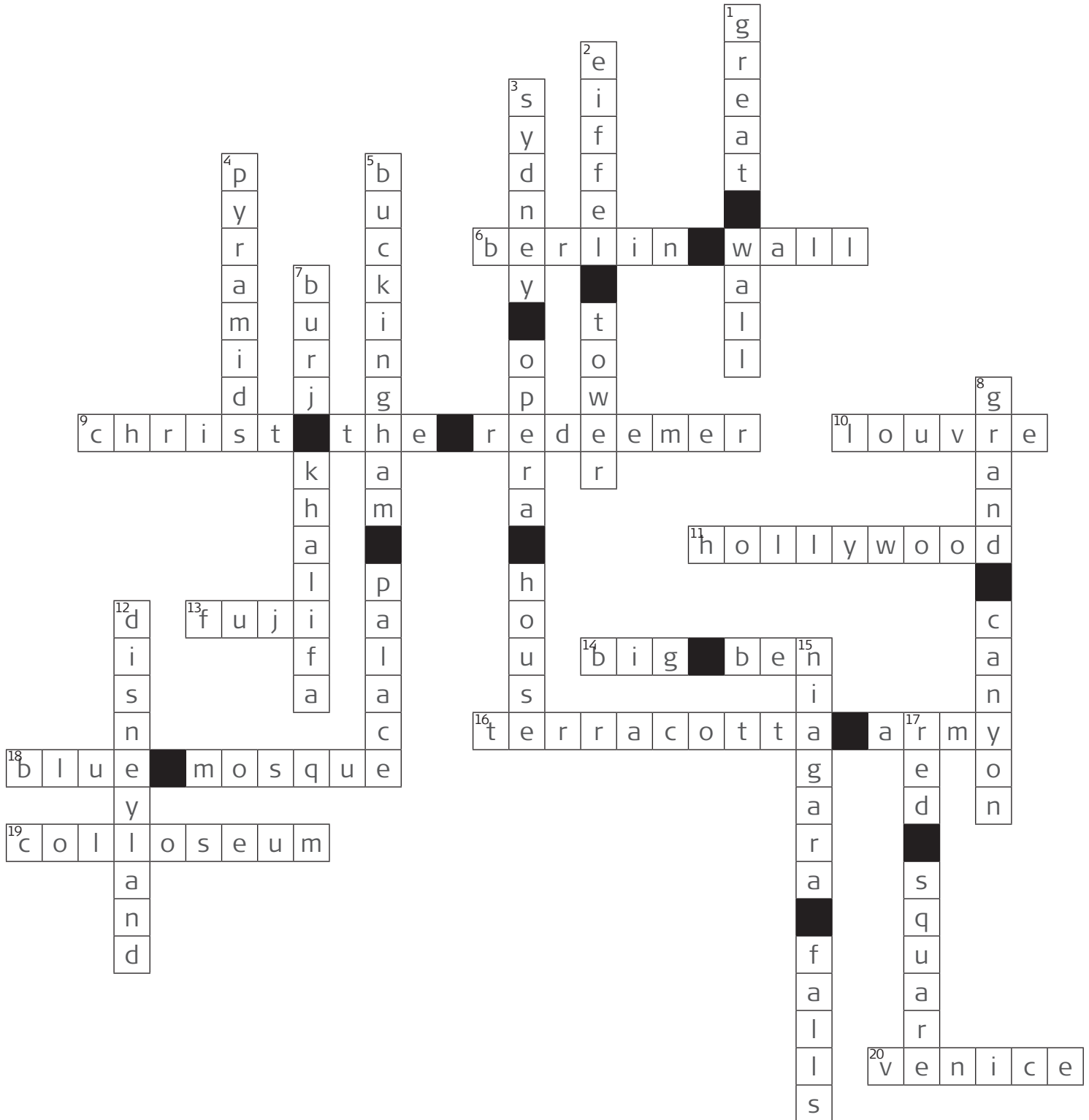
Taj Mahal
Great Barrier Reef
Bali
Hong Kong
Budapest
Golden Gate Bridge




CROSSWORD

Speaker Page

Level 2



	CROSSWORD
	Speaker Page
	Level 2

ACROSS:

6. Famous wall in Germany
9. Famous statue on a mountain in Brazil
10. Museum where the Mona Lisa is kept
11. Where movies were made in the US
13. Famous mountain in Japan
14. Clock in London
16. Statues of Chinese soldiers
18. Religious building in Istanbul
19. Ancient stadium in Rome
20. City of canals and gondolas

DOWN:

1. Long structure in China
2. Tall structure in Paris
3. Concert house in Australia
4. Ancient structures in Egypt
5. Where the Queen of England lives in London
7. Famous building in Dubai
8. Huge valley in the US
12. The happiest place on Earth
15. Large waterfall between Canada and the US
17. Large gathering place in Moscow



CROSSWORD

Recipient Page

Level 2



ANSWER LIST:

Eiffel Tower
Burj Khalifa
Disneyland
Grand Canyon
Colloseum
Big Ben
Pyramids
Blue Mosque
Sydney Opera House
Terracotta Army


Red Square
Hollywood
Berlin Wall
Great Wall
Venice
Louvre
Fuji
Buckingham Palace
Christ the Redeemer
Niagara Falls



INTO THE MATRIX

Speaker Page

Level 1

Jane	likes	 Eiffel Tower
Gabriel	wants to see	 Disneyland
Hugo	went to	 Great Wall of China
Sofia	is going to	 Golden Gate Bridge




1. Jane wants to see the Golden Gate Bridge.
2. Hugo went to the Eiffel Tower.
3. Sofia likes the Golden Gate Bridge.
4. Sofia is going to Disneyland.
5. Hugo is going to the Eiffel Tower.
6. Jane likes Disneyland.
7. Sofia went to the Great Wall of China.
8. Hugo likes the Great Wall of China.
9. Jane went to Disneyland.
10. Hugo is going to the Golden Gate Bridge.



INTO THE MATRIX

Recipient Page

Level 1





Jane	likes	
Gabriel	wants to see	
Hugo	went to	
Sofia	is going to	




INTO THE MATRIX




Speaker Page

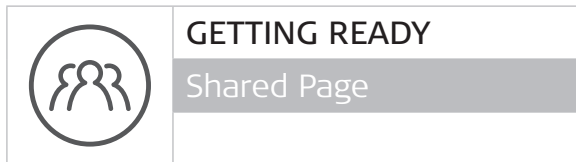
Level 2

Sarah	went to	 Buckingham Palace	on Tuesday	on a	
John	visited	 Taj Mahal	last week		
Ava	arrived at	 The Empire State Building	2 years ago		
Lucas	got to	 The Burj Al Arab	yesterday		
Mathias	went to visit	 Red Square	in November		

1. Ava went to Buckingham Palace yesterday on a bus.
2. Lucas visited the Burj Al Arab 2 years ago on a ship.
3. Mathias got to the Empire State Building in November on a plane.
4. John visited Red Square yesterday on a submarine.
5. Lucas arrived at the Taj Mahal 2 years ago on a helicopter.
6. Sarah went to visit Red Square last week on a helicopter.
7. Sarah went to visit the Empire State Building on Tuesday on a bus.
8. John got to Buckingham Palace on Tuesday on a plane.
9. Mathias went to Buckingham Palace in November on a ship.
10. Lucas arrived at the Burj Al Arab last week on a submarine.

	INTO THE MATRIX
	Recipient Page
	Level 2

Sarah	went to	 Buckingham Palace	on Tuesday	on a	
John	visited	 Taj Mahal	last week		
Ava	arrived at	 The Empire State Building	2 years ago		
Lucas	got to	 The Burj Al Arab	yesterday		
Mathias	went to visit	 Red Square	in November		



Facing new situations can be more difficult when you are learning to listen with a cochlear implant.

When travelling there are many situations that might prove challenging. Being prepared can help make the travel much more enjoyable.

Here are some ideas for managing some of the situations you will face when travelling.

Eating Out	<p>When the booking is made, ask for a table in the quietest area of the restaurant or cafe.</p> <p>On arrival, look at the tables and find the best listening situation. Ask if any background music can be turned down.</p> <p>The table should be</p> <ul style="list-style-type: none"> • away from competing noise such as the kitchen; • away from speakers which might be playing music; • in a corner (this is preferable as it means that there are only two sides for noise to come from); and • round if possible, to allow better access to faces. <p>If you have an assistive listening device, place this in the centre of the table to facilitate better access to the conversation.</p>
Booking flights	<p>When making a booking, let the airline staff know that you have a hearing loss.</p> <p>If booking online, make sure to indicate you have a hearing loss and let airline staff know when you check in.</p>
Travelling by car or bus	<p>Close windows and turn off music.</p> <p>If you are completing a bus tour, let the staff know when you book that you would like all background music to be turned off for the duration of the tour.</p> <p>If there is a tour guide, assistive technology can be used to facilitate listening to them.</p>

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