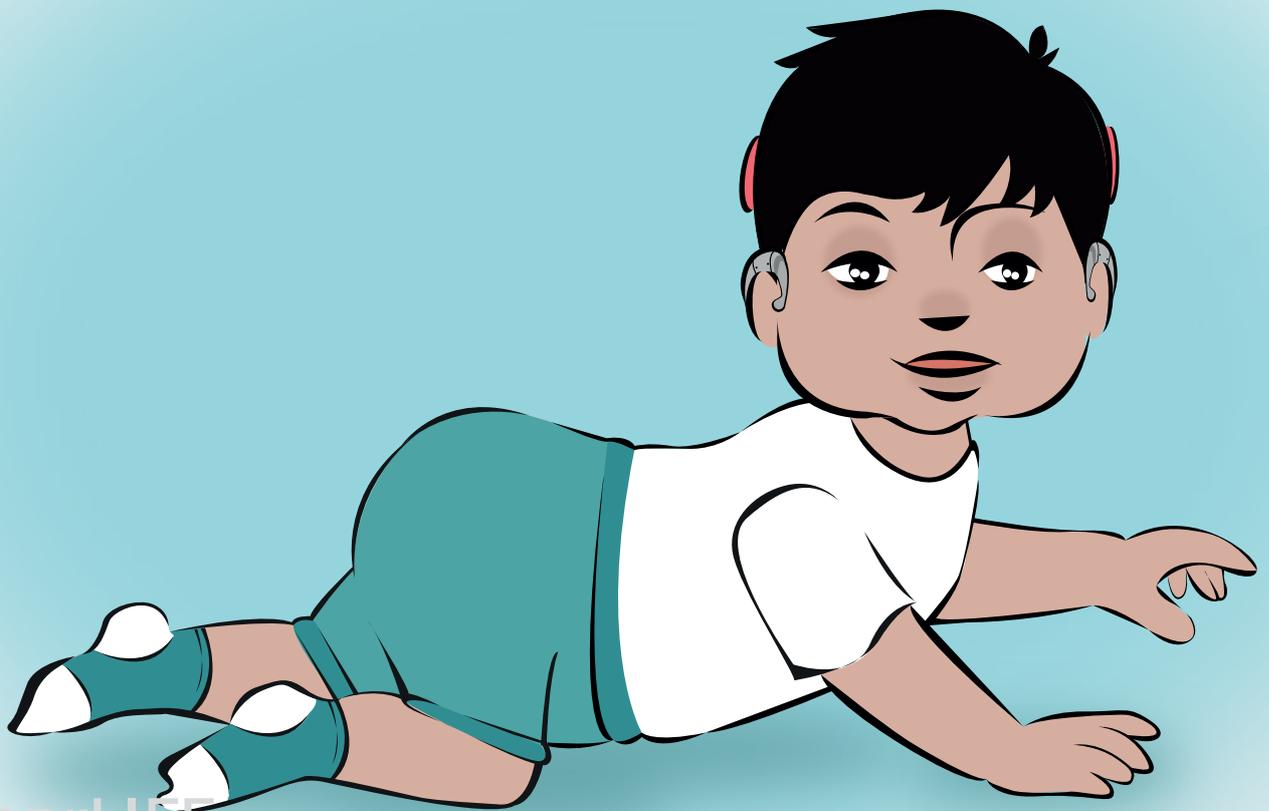


# Lesson Kits for Babies

ONE TO THREE YEARS

03 LET'S MOVE



hearLIFE

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We'd like these kits to help as many people as possible, so the *MED-EL Lesson Kits for Babies* 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 MED-EL Lesson Kits for Babies

## 1. WHAT ARE THE MED-EL LESSON KITS FOR BABIES?

The *MED-EL Lesson Kits for Babies* contain key strategies, lesson plans, therapist notes, and printable resources. Therapists can use these resources to deliver intervention with a focus on developing the listening and spoken language skills of babies using hearing technology. They can also be used to increase caregivers'\* knowledge and skills. The *MED-EL Lesson Kits for Babies* were developed for use with young children aged one to three years who are in the first 12 – 24 months following the fitting of hearing devices. They may be used to support individual or group intervention, or in telepractice. For more information about providing rehabilitation to older children using hearing technology or providing telepractice, see the [MED-EL Lesson Kits](#)<sup>1</sup> and [MED-EL Remote Lesson Kits](#).<sup>2</sup> For more information about providing rehabilitation to families of young children with hearing loss waiting for cochlear implant(s), see [MED-EL Ready, Steady, Go! For Professionals](#).<sup>3</sup>

## 2. WHAT ARE THE KEY STRATEGIES LISTED IN THE LESSON KIT?

The Key Strategies refer to techniques used to help children with hearing loss develop their listening and spoken communication skills. Therapists are encouraged to explain and model these strategies, then hand over to caregivers to learn and practice during lessons. Therapists are then encouraged to provide feedback to the caregiver on their use of strategies to develop the caregiver's knowledge, skills, and confidence. The strategies are listed and described on the following pages and are demonstrated in the [MED-EL Rehab at Home](#)<sup>4</sup> videos.

## 3. HOW DO THE LESSON PLANS WORK?

The Lesson Plans contain suggestions for caregiver education, as well as examples of listening, language, speech, cognition, play, pragmatic, and literacy goals for children using hearing technology. Lessons with families of young children have a strong focus on guiding and coaching caregivers to use strategies in meaningful interactions, play, and daily routines. Caregiver education is the central focus. Goals for the child's skills are secondary and are listed in the Lesson Plan as a guide.

Therapists must use their clinical judgement and ongoing diagnostic assessment to establish the level at which the child is functioning and identify appropriate, individualized goals and activities that are one step ahead of the child's current skills. MED-EL has several resources such as *A Child's Journey Developmental Milestones (Birth – 6 Years)*<sup>5</sup> that can be used as a guide for goal selection. For further information about this and other resources, contact your local [MED-EL representative](#).

The activities outlined in the Lesson Plan focus on caregiver education and guidance for meaningful daily interaction. They may be used in both face-to-face and telepractice sessions with minimal adaptation. Further information for telepractice can be found in the [MED-EL Remote Lesson Kits](#)<sup>2</sup>.

Children under the age of 24 months have short attention spans. Prepare activities that allow caregivers repetition of practice of the same strategies with their child. To keep their child interested have multiple toys or activities available (e.g., if practicing the use of suprasegments with the phrase *around and around*, have several different toys that spin and present these to the child one at a time). Remember, it is the caregivers' interactions that will hold their child's attention. With appropriate guidance and feedback, it is also caregivers' interactions with their child that will foster the development of knowledge and skills in the caregiver and promote further positive caregiver-child interaction.

\*The term "caregiver" is used to refer to the child's significant carer/s. This could be a parent, grandparent, or family member.

#### 4. WHY ARE THERE SO MANY MENTIONS OF "GUIDE AND COACH THE CAREGIVER" IN THE THERAPIST NOTES?

Research demonstrates that a high level of caregiver involvement in rehabilitation leads to positive outcomes for children with hearing loss.<sup>6</sup> Caregiver coaching aims to support caregivers to become competent and confident in their skills and abilities to communicate with their child, act as an advocate for their child, and support their child's communication development. By guiding and coaching caregivers, therapists

- convey information,
- provide numerous and varied opportunities for caregivers to practice facilitative strategies to support their child's communication development and to promote their competence and confidence,<sup>7</sup>
- provide feedback, praise, and guidance on their use and effectiveness of communication strategies,
- highlight caregivers' positive behaviors, knowledge, and skills, and how these benefit their child to strengthen caregivers' confidence,<sup>8</sup>
- support carryover and practice of learned skills in meaningful situations in the home and in daily routines, and
- facilitate collaborative discussion, problem-solving, and decision making.

Guiding and coaching caregivers develops their skills through practice and feedback, so that they have the knowledge, skills, and confidence to continue to target their child's communication goals everyday.

#### 5. WHAT IS 'CAREGIVER EDUCATION' LISTED IN THE LESSON PLAN?

'Caregiver education' is listed in the Lesson Plan to highlight to therapists, the information, strategies, and opportunities for practice that may be provided to caregivers in the included activities to develop their knowledge, skills, and confidence to support their child's communication development. This differs from the suggested communication goals for children, as the suggestions for caregivers' education include strategies for the caregiver to learn about and practice. The goals for the child are specific, expected outcomes of intervention.

## 6. WHAT ADDITIONAL MATERIALS ARE NEEDED TO PROVIDE REHABILITATION TO BABIES USING HEARING TECHNOLOGY?

Babies learn through everyday play and interaction with their caregivers and the safe exploration of their environments. The *MED-EL Lesson Kits for Babies* offer guidance for practical, everyday activities for rehabilitation for young children to allow caregivers to practice strategies in lessons that can easily be carried over to routines and everyday activities at home. As a result, many activities described in the *Lesson Kits for Babies* require simple objects and toys. Toys that may be helpful to have in the clinic may include but are not limited to:

- Brightly colored toy animals and vehicles including a car and bus in which people figurines or toy animals can sit in
- Small people figurines to fit in vehicles
- Plastic doll
- Doll accessories (e.g., comb, hat, shoes)
- Toy tea set
- Small bed or empty shoebox, pillow, and blanket for a doll
- Small containers for hiding and bathing toys
- Plastic bath toys (e.g., ducks, fish, boats)
- Stacking rings
- Blocks
- Balls
- Toys that spin and shake (e.g., rattle, rainmaker, windmill)
- Toy car ramp
- Large inset puzzles
- Cause and effect toys (e.g., hammer and ball toys, shape sorter)
- Toys to push and pull (e.g., balls and a ramp, toys on a string)
- Books: Any type of picture book can be read to young children, but durable board books, books with bright pictures, flaps, or touch and feel pages are most suitable.

This list is offered only as a guide. It is encouraged that therapists use the toys, objects, and routines of the family home so that families are easily able to carry over goals, strategies, and activities in the home environment.

# Key Strategies for Talking and Playing with Young Children with Hearing Devices

## WHAT ARE KEY STRATEGIES?

The following key strategies are used to support the development of early communication, language, listening, speech, literacy, and social skills of children with hearing loss using hearing devices. Therapists are encouraged to model a variety of key strategies in each lesson and coach caregivers in using these strategies in the home environment to help their child integrate listening and spoken language into all aspects of life. These strategies can be used while caregivers are talking to, caring for, and playing with their children every day. The strategies listed can all be used despite what language(s) is spoken in the home.

## EYES OPEN, EARS ON

Research has shown that hearing technology use is linked to spoken language outcomes of children with hearing loss. It is recommended that children wear their hearing technology all waking hours. Acknowledge to caregivers that keeping hearing technology in young children's ears can be challenging. Share tips and tricks to support them to keep hearing technology on all waking hours. Suggest audiological/medical tape, retention lines, and bonnets. Discuss further options with the family and their audiologist. Facilitate problem-solving to increase hearing technology use by discussing with caregivers their child's current hearing device use, current awake time, and daily routines.

A functional listening check (Ling Six Sound Test) is performed on each device daily to ensure they are working optimally.

## COME CLOSE TO ME

The caregiver makes a conscious effort to move close to the child's hearing technology to ensure the auditory signal is clear. Staying close is something that caregivers are likely already doing while they feed, change, and care for their young children. Praise them and highlight the importance of this. By staying close, caregivers are providing their child the best auditory signal they can. As babies grow and begin to crawl and move around, it becomes more difficult for caregivers to stay close. Move down to their level as they play. The optimal distance is between 30 and 50 cm from their hearing technology. Moving closer provides a stronger and clearer auditory signal. Increasing the volume of one's voice deteriorates auditory information. It is better to move closer than to increase the volume of your voice.

## AUDITORY HOOKS

Exciting words such as, *Look!*, *Wow!*, *Uh-oh!* are used with emphasis to capture the child's auditory attention. The words stimulate the auditory area of the brain to be ready to listen to what is said next.

## TALK, TALK, TALK

Abundant language models are provided for the child to learn from and eventually copy. Caregivers make a conscious effort to speak about what they are doing, seeing, hearing, and thinking (self-talk) and to speak about what the child is looking at, doing, and thinking about (parallel talk).

## THE SAME THINKING PLACE

The caregiver makes a conscious effort to identify what the child is thinking about or feeling and provides comments to put those thoughts into words to encourage joint attention and language learning. An example is if the child yawns, the caregiver could comment, *Ohhh, that was a big yawn! Are you tired? Yes, you might be tired. Yawn!*

## ACOUSTIC HIGHLIGHTING

Several techniques are used by the caregiver to make spoken language more interesting to listen to and to emphasize key words. These techniques include using child-directed speech or parentese which has more pitch variation (sing-song voice), a slightly slower rate, deliberate use of pauses, and emphasis on important words by putting them at the end of a phrase or saying them a different way. Encourage the use of facial expressions and natural gestures with young children.

## LISTENING FIRST

Listening to spoken words comes before the child is given other information through vision or touch to ensure the auditory area of the brain receives stimulation from sounds and voice. This strategy facilitates the child's ability to attend to and eventually understand spoken language. An example is hiding a toy under a blanket and talking about it before showing it to the child.

## SIGNAL-TO-NOISE RATIO

Elements in the environment are deliberately and conscientiously manipulated to ensure the background noise is significantly softer than the caregivers' voice. For example, windows are closed to reduce the impact of traffic noise, and TVs and music are turned off. In optimal listening conditions, the caregivers' voice will be 15 to 25 dB louder than background noise.

## WAIT, WAIT & WAIT SOME MORE

The caregivers provide abundant language models (TALK, TALK, TALK) and then wait with expectation to encourage the child to have a turn in the conversation. A young child may take that turn by making a noise, smiling, or using a gesture (e.g., pointing or using eye gaze). An expectation that the child makes a communication attempt is set through waiting in silence, leaning towards the child, smiling, and nodding.

## SABOTAGE

A problem or challenging situation is created or identified to provide an opportunity for the child to communicate. The expectation is that the child attempts to talk about the problem or asks for help to solve the problem. An example is putting a favorite toy too high for the child to reach so the child must request help.

## EXPANSION & EXTENSION

The child's utterance is repeated with the correct grammatical markers (Expansion) or added to with another piece of information (Extension). For example, if the child says, *baby bath*, an expansion reply is, *Yes, it's the baby's bath*; an extension reply is, *Yes, let's put the baby in her bath*.

## MY VOICE MATTERS!

Every small attempt by the child to produce a sound, word, or make a communication attempt is acknowledged and valued with a comment, praise, or smile. This acknowledgment helps children understand the importance of using their voice, back and forth communication, and provides motivation to practice talking more. Combine this strategy with EXPANSION & EXTENSION by repeating the word or word approximation.

## USE CHOICES

Language models are provided in a choice question for the child to make a decision and then imitate. For example, *Do you want an apple or a banana?* or for a more advanced child, *Do you want a big red apple or a little green apple?*

## BUILD AUDITORY MEMORY

As the child's skills develop, a conscious effort is made to extend how many pieces of information the child can listen to and remember.

## AUDITORY CLOSURE

A familiar song, phrase, or sentence is used as an opportunity for the child to demonstrate that they can recognize it and can join in. The caregiver begins the song, phrase, or sentence and stops before the end and waits for the child to complete the words. An example is if the caregiver sings, "Twinkle, twinkle little....", then pauses to encourage the child's contribution.

## SONGS

A conscious effort is made to expose the child to music and singing, particularly in the form of simple children's songs and rhymes. Singing is a natural form of ACOUSTIC HIGHLIGHTING stimulating multiple areas of the brain. The repetition in children's songs makes new vocabulary and sentence structures easier to learn. Encourage caregivers to add movement such as swaying, rocking, bouncing, or hand motions as they sing to their young child.

## BOOKS, BOOKS, BOOKS

Reading books provides caregivers another activity in which they can sit close to their child and TALK, TALK, TALK. Reading books together is a good practice to get into early. Later, shared book reading can be used to extend the child's vocabulary and sentence structures, general knowledge, and understanding of the thoughts, feelings, and beliefs of others, as well as to develop literacy skills. Book sharing regularly is encouraged.

# Learn About The Lesson Plans



indicates caregiver education



indicates listening and receptive language goals



indicates spoken language and speech goals



indicates cognitive, play, pragmatic, and literacy goals

## How to choose a level

			
<b>Level 1</b>	The child is learning to listen and attend to auditory information. Spoken language is presented to the child in simple, short sentences and acoustic highlighting techniques are utilized to enable the child to attend to new information. The child is beginning to understand common words and phrases, such as family names and greetings.	The child vocalizes for their wants and needs and may be beginning to imitate Play Sounds.	Cognition refers to how we learn and gain knowledge about our world. Some cognition, play, pragmatic, and literacy skills are developmental; they develop as the child grows older, however, the relationship between cognitive, play, pragmatic, literacy, and language skills are complex, with each contributing to the other in varying degrees over the child's early years.
<b>Level 2</b>	The child is learning to listen and attend to 1 unit of information. Spoken language is presented to the child in simple short sentences and acoustic highlighting techniques are utilized to enable the child to attend to new information.	The child uses single words, has a vocabulary of up to 200 words, and may be starting to combine words to 2-word combinations. The child begins to use a variety of vowels and early developing consonants.	Depending on the child's age, use clinical judgement to select appropriate cognition, play, pragmatic, and literacy goals for each child. <i>A Child's Journey Developmental Milestones (Birth – 6 Years)</i> <sup>5</sup> may be used as a guide for goal selection.

Name: ..... Date: .....

Age: ..... Hearing Age: .....

Attendees: .....

Ling Six Sounds						
left	ah	oo	ee	m	sh	s
right	ah	oo	ee	m	sh	s
distance						

ACTIVITY	GOALS			
<b>LING SIX SOUND TEST</b>	<ul style="list-style-type: none"> <li>Caregiver performs the Ling Six Sound Test</li> </ul>	<ul style="list-style-type: none"> <li>Detects or imitates all six Ling sounds</li> </ul>		
<b>BUILDING TOWERS</b>	<ul style="list-style-type: none"> <li>Caregiver practices TALK, TALK, TALK and WAIT, WAIT &amp; WAIT SOME MORE</li> </ul>	<ul style="list-style-type: none"> <li>Understands some frequently used phrases with added acoustic information (e.g., <i>up, up, up</i> said with a rising pitch)</li> <li>Understands frequently heard words (e.g., <i>more, uh-oh</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Imitates suprasegmental patterns (duration, intensity, and pitch) of Play Sounds* or key words (e.g., <i>up, up, up, more, uh-oh</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Builds a tower of two blocks or more</li> </ul>
<b>VEHICLE PLAY</b>	<ul style="list-style-type: none"> <li>Caregiver practices WAIT, WAIT &amp; WAIT SOME MORE and AUDITORY CLOSURE</li> </ul>	<ul style="list-style-type: none"> <li>Associates vehicle sound with matched vehicle (e.g., <i>brmm, brmm</i> for truck, <i>beep, beep</i> for car, <i>aaah</i> for plane)</li> <li>Follows one-step directions during play (e.g., <i>Give it to Mummy.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Imitates suprasegmental patterns (duration, intensity, and pitch) of Play Sounds or of key words (e.g., <i>Ready, steady, go!</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Rolls car back and forth with another person</li> </ul>
<b>"WHEN I WAS WALKING" SONGBOOK</b>	<ul style="list-style-type: none"> <li>Caregiver practices SONGS</li> </ul>	<ul style="list-style-type: none"> <li>Responds to music by rhythmic movement (e.g., swaying, bouncing)</li> <li>Attends to rhymes and songs for two to three minutes</li> <li>Identifies three body parts</li> </ul>	<ul style="list-style-type: none"> <li>Vocalizes along with the song (pretends to sing along)</li> </ul>	<ul style="list-style-type: none"> <li>Imitates actions in the song</li> </ul>
<b>EXPERIENCE BOOK</b>	<ul style="list-style-type: none"> <li>Caregiver practices TALK, TALK, TALK and is introduced to experience books</li> </ul>	<ul style="list-style-type: none"> <li>Follows one-step directions during play (e.g., Clap your hands.)</li> <li>Points to self and family members in photos when named</li> </ul>		<ul style="list-style-type: none"> <li>Responds to stories being read by vocalizing and patting pictures</li> </ul>
<b>DISCUSSION WITH CAREGIVER</b>	<ul style="list-style-type: none"> <li>Discuss with the caregiver the goals and strategies practiced during the session and how they will carryover at home.</li> </ul>			

All goals are included as suggestions. Professionals must use their clinical judgment to identify goals that are individualized to the child and family.

\*Examples of Play Sounds can be found on pages 25-26

Name: ..... Date: .....

Age: ..... Hearing Age: .....

Attendees: .....

Ling Six Sounds						
left	ah	oo	ee	m	sh	s
right	ah	oo	ee	m	sh	s
distance						

ACTIVITY	GOALS			
<b>LING SIX SOUND TEST</b>	<ul style="list-style-type: none"> <li>Caregiver performs the Ling Six Sound Test</li> </ul>	<ul style="list-style-type: none"> <li>Detects or imitates all six Ling sounds</li> </ul>		
<b>BUILDING TOWERS</b>	<ul style="list-style-type: none"> <li>Caregiver practices TALK, TALK, TALK and WAIT, WAIT &amp; WAIT SOME MORE</li> </ul>	<ul style="list-style-type: none"> <li>Follows instructions with under and on (e.g., <i>Put the cat under the cup.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Imitates Play Sounds* or key words (e.g., <i>up, up, up, more, uh-oh, push, crash</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Builds a tower of six to seven blocks or more</li> </ul>
<b>VEHICLE PLAY</b>	<ul style="list-style-type: none"> <li>Caregiver practices WAIT, WAIT &amp; WAIT SOME MORE and AUDITORY CLOSURE</li> </ul>	<ul style="list-style-type: none"> <li>Follows instructions with one key word (e.g., <i>Where's the train?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Imitates Play Sounds or key words (e.g., <i>go, uh-oh, crash</i>)</li> </ul>	
<b>"WHEN I WAS WALKING" SONGBOOK</b>	<ul style="list-style-type: none"> <li>Caregiver practices SONGS</li> </ul>	<ul style="list-style-type: none"> <li>Follows familiar instructions (e.g., <i>Turn the page.</i>)</li> <li>Identifies four body parts</li> <li>Attends to rhymes and songs for more than three minutes</li> </ul>	<ul style="list-style-type: none"> <li>Vocalizes along with the song (pretends to sing along)</li> </ul>	<ul style="list-style-type: none"> <li>Imitates actions in the song</li> <li>Independently turns pages one at a time</li> <li>Knows how to open and hold books correctly</li> </ul>
<b>EXPERIENCE BOOK</b>	<ul style="list-style-type: none"> <li>Caregiver practices TALK, TALK, TALK and is introduced to experience books</li> </ul>	<ul style="list-style-type: none"> <li>Answers 'Who' questions</li> </ul>		<ul style="list-style-type: none"> <li>Listens to and looks at book being read for five to ten minutes</li> </ul>
<b>DISCUSSION WITH CAREGIVER</b>	<ul style="list-style-type: none"> <li>Discuss with the caregiver the goals and strategies practiced during the session and how they will carryover at home.</li> </ul>			

All goals are included as suggestions. Professionals must use their clinical judgment to identify goals that are individualized to the child and family.

\*Examples of Play Sounds can be found on pages 25-26

Attendees: .....

Date: .....

ACTIVITY	DESCRIPTION
LING SIX SOUND TEST	Caregivers report their child's response to the Ling Six Sound Test or completes with the therapist in a quiet space.
WELCOME	Hello song and greetings.
CAREGIVER EDUCATION	Therapist to explain the focus of the session is on action words (verbs) and the importance of teaching not just naming words (nouns) but a range of words for children to learn to communicate effectively, put words together, retell experiences, follow instructions, and understand others. Encourage caregivers to use ACOUSTIC HIGHLIGHTING and repetition with all action words throughout the session.
"WHEN I WAS WALKING" SONGBOOK	Therapist begins the story and encourages caregivers to join in with singing and the actions. Therapist to discuss the importance and benefits of SONGS and repetition in teaching new words. Therapist to: <ul style="list-style-type: none"> <li>• Talk about the action on the next page before showing the picture and encourage caregivers to repeat the action phrase and perform the action (e.g., Touch your toes.)</li> <li>• Take pictures throughout the song of children performing actions to add to the group experience book for review later</li> </ul>
"EVERYBODY..." SONG	Therapist to sing "Everybody ..." song and encourage caregivers to join in with singing and the actions. Caregivers to take turns suggesting a different action (e.g., walking, laughing, jumping) for each verse. <p><i>Everybody clapping, clapping, clapping,</i>  <i>Everybody clapping, just like me.</i></p> Take photos of the caregivers and children performing actions to add to the experience book for review together later in the session.
TURN-TAKING GAME: ROLLING A BALL	Therapist to discuss and demonstrate, then guide and coach caregivers to practice the following strategy in a whole group turn-taking game of rolling the ball to each other. <ul style="list-style-type: none"> <li>• WAIT, WAIT &amp; WAIT SOME MORE</li> </ul>
VEHICLE PLAY	Therapist to discuss and demonstrate, then guide and coach caregivers to practice the following strategies in vehicle play. <ul style="list-style-type: none"> <li>• WAIT, WAIT &amp; WAIT SOME MORE</li> <li>• AUDITORY CLOSURE</li> </ul>
EXPERIENCE BOOK	Therapist to introduce experience books and discuss their benefits and how to use them. Therapist to demonstrate, then guide and coach caregivers to practice the following strategy while reviewing their experience book together. <ul style="list-style-type: none"> <li>• TALK, TALK, TALK</li> </ul>
QUESTIONS & DISCUSSION	Allow time for group questions, discussion, and problem-solving, as well as for families to chat.

## ACTIVITY

# 1. Building Towers

## RESOURCES

- Stacking cups or blocks

## PROPOSED GOALS



- Caregiver practices TALK, TALK, TALK and WAIT, WAIT & WAIT SOME MORE



- Understands some frequently used phrases with added acoustic information (e.g., *up, up, up* said with a rising pitch)
- Understands frequently heard words (e.g., *more, uh-oh*)



- Imitates suprasegmental patterns (duration, intensity, and pitch) of Play Sounds or key words (e.g., *up, up, up, more, uh-oh*)



- Builds a tower of two blocks or more

## INSTRUCTIONS

1. Explain the importance of TALK, TALK, TALK and the importance of teaching not just naming words (nouns) but a range of words for children to learn to communicate effectively, put words together, retell experiences, follow instructions, and understand others. This lesson focuses on action words (verbs). Encourage the caregiver to TALK, TALK, TALK and use ACOUSTIC HIGHLIGHTING with action words throughout the session.
2. Start building a tower with the stacking cups. Use the phrase *up, up, up* with rising intonation every time you add a cup to the tower. Sing a song about building a tower.
3. Demonstrate WAIT, WAIT & WAIT SOME MORE with the stacking cups. Using this strategy allows the child time and space to use their voice to take part in the communication exchange and learn their voice is meaningful and by vocalizing can make things happen. Hold the next stacking cup up, use the phrase *up, up, up*, then wait and look expectantly at the child for them to vocalize before you put it on the tower. Count to 10 silently as children may need longer to process and respond. If the child doesn't vocalize, turn to the caregiver to encourage them to imitate your *up, up, up* as a model for the child. When they imitate the phrase *up, up, up*, put the stacking cup on the tower.
4. Handover the activity to the caregiver to practice using WAIT, WAIT & WAIT SOME MORE in the same way with the rest of the stacking cups.
5. Demonstrate WAIT, WAIT & WAIT SOME MORE when the stacking cups fall. *Uh-oh, the tower fell down! Uh-oh!* Then pause and look expectantly at the child for them to vocalize. Count to 10 silently with an expectant look. If the child doesn't vocalize, turn to the caregiver to encourage them to imitate *uh-oh!*
6. Encourage the caregiver to use key words with ACOUSTIC HIGHLIGHTING and WAIT, WAIT & WAIT SOME MORE to encourage the child to vocalize or imitate key words to build the tower again. *Should we build it up again? Again? Let's build it up, up, up!*
7. After some time, highlight to the caregiver what they have done well and how this will support their child's communication development. Brainstorm together some daily routines or situations where they can use WAIT, WAIT & WAIT SOME MORE (e.g., when opening the door, when picking their child up).

## ACTIVITY

# 1. Building Towers

## RESOURCES

- Stacking cups
- 5 – 6 small animals that fit inside the cups

## PROPOSED GOALS



- Caregiver practices TALK, TALK, TALK and WAIT, WAIT & WAIT SOME MORE



- Follows instructions with 'under' and 'on' (e.g., *Put the cat under the cup.*)



- Imitates Play Sounds or key words (e.g., up, up, up, more, uh-oh, push, crash)



- Builds a tower of six to seven blocks or more

## INSTRUCTIONS

1. Explain the importance of TALK, TALK, TALK and the importance of teaching not just naming words (nouns) but a range of words for children to learn to communicate effectively, put words together, retell experiences, follow instructions, and understand others. This lesson focuses on action words (verbs). Encourage the caregiver to TALK, TALK, TALK and use ACOUSTIC HIGHLIGHTING with action words throughout the session.
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4. Handover the activity to the caregiver to practice using WAIT, WAIT & WAIT SOME MORE in the same way with the rest of the stacking cups.
5. Demonstrate WAIT, WAIT & WAIT SOME MORE when the stacking cups fall. *Uh-oh, the tower fell down! Uh-oh!* Then pause and look expectantly at the child for them to vocalize. Count to 10 silently with an expectant look. If the child doesn't vocalize, turn to the caregiver to encourage them to imitate *uh-oh!*
6. Encourage the caregiver to use key words with ACOUSTIC HIGHLIGHTING and WAIT, WAIT & WAIT SOME MORE to encourage the child to vocalize or imitate key words to build the tower again. *Should we build it up again? Again? Let's build it up, up, up!*

7. Take turns to push the tower over. You must wait until the others say *push!* to then push the tower over.
8. Teach the prepositions 'under' and 'on'. Take turns hiding and finding the small animals under the cups and putting the animals on the tower. Demonstrate the game of hiding the animals, then give the child instructions with one or more key words (e.g., give the child the cat and say *Hide the cat under the cup. or Put the duck on the tower.*) Use ACOUSTIC HIGHLIGHTING on key words 'under' and 'on'.
9. After some time, highlight to the caregiver what they have done well and how this will support their child's communication development. Brainstorm together some daily routines or situations where they can use WAIT, WAIT & WAIT SOME MORE (e.g., when opening the door, at snacktime) and teach location words 'on' and 'under'.

## ACTIVITY

## 2. Vehicle Play

## RESOURCES

- A range of small vehicle toys (e.g., car, plane, bus, truck, train, helicopter, fire engine)
- Tunnel or ramp (e.g., a cardboard tube)

## PROPOSED GOALS



- Caregiver practices WAIT, WAIT & WAIT SOME MORE and AUDITORY CLOSURE



- Associates vehicle sound with matched vehicle (e.g., *brmm, brmm* for truck, *beep, beep* for car, *aaah* for plane)
- Follows one-step directions during play (e.g., *Give it to Mommy.*)



- Imitates suprasegmental patterns (duration, intensity, and pitch) of Play Sounds or key words (e.g., *Ready, steady, go!*)



- Rolls car back and forth with another person

## INSTRUCTIONS

1. Explain the use of the strategy WAIT, WAIT & WAIT SOME MORE to encourage the child's use of spoken communication and to encourage the child to take their turn in the communication interaction.
2. Introduce the vehicles one at a time. Use the object name (e.g., *car*) and the Play Sound (e.g., *beep beep*). Hold up the vehicle and look to the caregiver to encourage them to repeat the name and Play Sound. Then look to the child, WAIT, WAIT & WAIT SOME MORE with an expectant look on your face to encourage them to imitate. Repeat with each of the vehicles.
3. Present the tunnel. Model with the caregiver following one-step directions. Ask the caregiver to *Find the plane, aaah*. Hold the plane at the top of the ramp.
4. Introduce the strategy AUDITORY CLOSURE. First, model with the caregiver. Say, *Ready, steady* then pause and WAIT, WAIT & WAIT SOME MORE. Look expectantly at the caregiver to encourage them to fill in the gap, *go!* Let the plane roll down the tunnel only when the caregiver says *go!*
5. Repeat the activity with the child.
6. Then hand over to the caregiver to continue the activity of finding a vehicle and rolling it down the ramp using the strategies of WAIT, WAIT & WAIT SOME MORE and AUDITORY CLOSURE with their child.

## ACTIVITY

## 2. Vehicle Play

## RESOURCES

- A range of small vehicle toys (e.g., car, plane, bus, truck, train, helicopter, fire engine)
- Tunnel or ramp (e.g., a cardboard tube)
- Optional: doll house, small people to put in the vehicles

## PROPOSED GOALS



- Caregiver practices WAIT, WAIT & WAIT SOME MORE and AUDITORY CLOSURE



- Follows instructions with one key word (e.g., *Where's the train?*)



- Imitates Play Sounds or key words (e.g., go, uh-oh, crash)

## INSTRUCTIONS

1. Explain the use of the strategy WAIT, WAIT & WAIT SOME MORE to encourage the child's use of spoken communication and to encourage the child to take their turn in the communication interaction.
2. Introduce the vehicles one at a time. Use the object name (e.g., *car*) and the Play Sound (e.g., *beep beep*). Hold up the vehicle and look to the caregiver to encourage them to repeat the name and Play Sound. Then look to the child, WAIT, WAIT & WAIT SOME MORE with an expectant look on your face to encourage them to imitate the name or Play Sound. Repeat with each of the vehicles.
3. Present the tunnel. Model with the caregiver following one-step directions. Ask the caregiver to *Find the plane*. Hold the plane at the top of the ramp.
4. Introduce the strategy AUDITORY CLOSURE. First, model with the caregiver. Say, *Ready, steady* then pause and WAIT, WAIT & WAIT SOME MORE. Look expectantly at the caregiver to encourage them to fill in the gap, *go!* Let the plane roll down the tunnel only when the caregiver says *go!*
5. Repeat the activity with the child.
6. Then hand over to the caregiver to continue the activity of finding a vehicle and rolling it down the ramp using the strategies of WAIT, WAIT & WAIT SOME MORE and AUDITORY CLOSURE with their child.
7. Add more language and extend the play sequence by:
  - a. Driving the vehicles to different locations (e.g., a doll house)
  - b. Pretending the vehicles had a crash
  - c. Putting small people in the vehicles, using greetings, and driving them to different locations

## ACTIVITY

# 3. "WHEN I WAS WALKING" SONGBOOK

## RESOURCES

- "When I Was Walking" Songbook (page 18)

## PROPOSED GOALS



- Caregiver practices SONGS



- Responds to music by rhythmic movement (e.g., swaying, bouncing)
- Attends to rhymes and songs for two to three minutes
- Identifies three body parts



- Vocalizes along with the song (pretends to sing along)



- Imitates actions in the song

## INSTRUCTIONS

1. Explain to the caregiver the importance of SONGS and singing in supporting their child's listening and communication development.
2. Begin the story and encourage the caregiver and child to join in with singing and the actions. The "When I was Walking" songbook can be sung to the melody of "Row, row, row your boat"<sup>9</sup>.
3. Talk about the action and body part on the next page before showing the picture. Encourage caregivers to repeat the phrase and point to the body part (e.g., *sit upon my knee*).
4. On the next page, talk about the action and body part before showing the picture. WAIT, WAIT & WAIT SOME MORE to allow the child time to identify the body part you named.
5. Encourage the caregiver and child to dance, sway, and bounce while singing along with the song.
6. Hand the book over to the caregiver and encourage them to lead the song and turn the pages.
7. Take pictures throughout the song of the caregiver and child performing the actions to add to an experience book for review together later.
8. Once the songbook is finished, encourage the caregiver to talk about the pictures.
9. Ask the caregiver whether they know another song about actions or one they use in their home. If so, sing their song together.

## ACTIVITY

# 3. "WHEN I WAS WALKING" SONGBOOK

## RESOURCES

- "When I Was Walking" Songbook (page 18)

## PROPOSED GOALS



- Caregiver practices SONGS



- Follows familiar instructions (e.g., *Turn the page.*)
- Identifies four body parts
- Attends to rhymes and songs for more than three minutes



- Vocalizes along with the song (pretends to sing along)



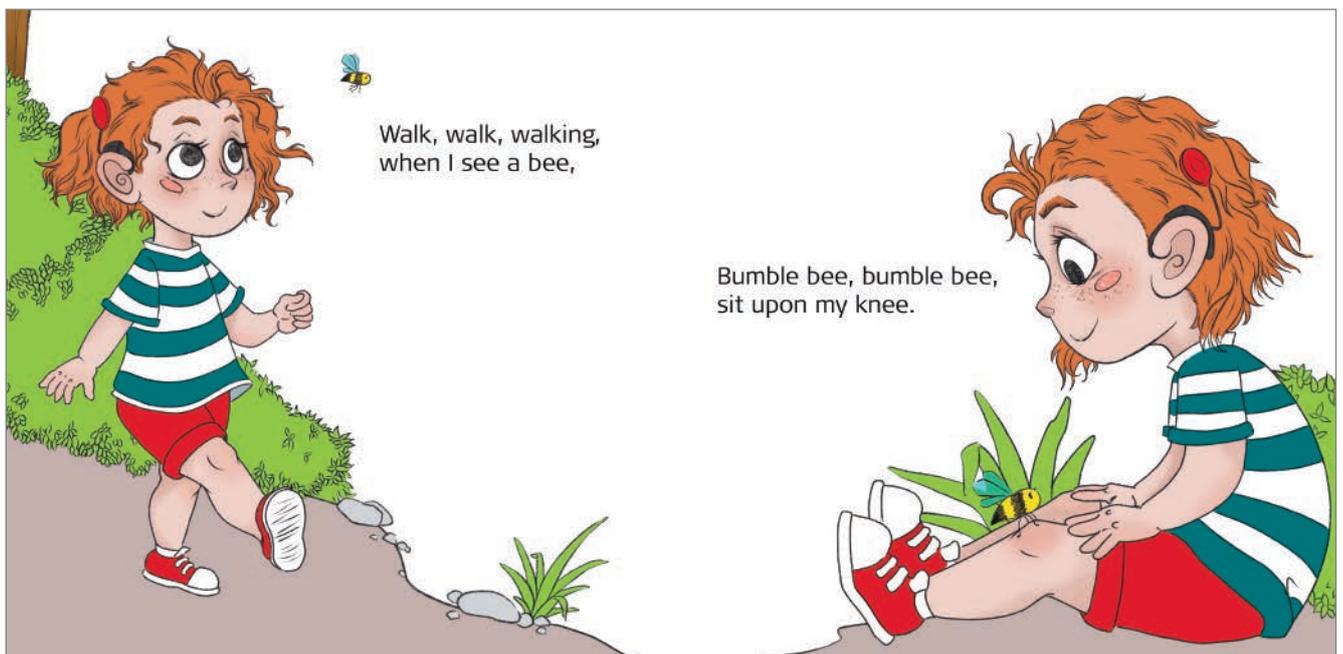
- Imitates actions in the song
- Independently turns pages one at a time
- Knows how to open and hold books correctly

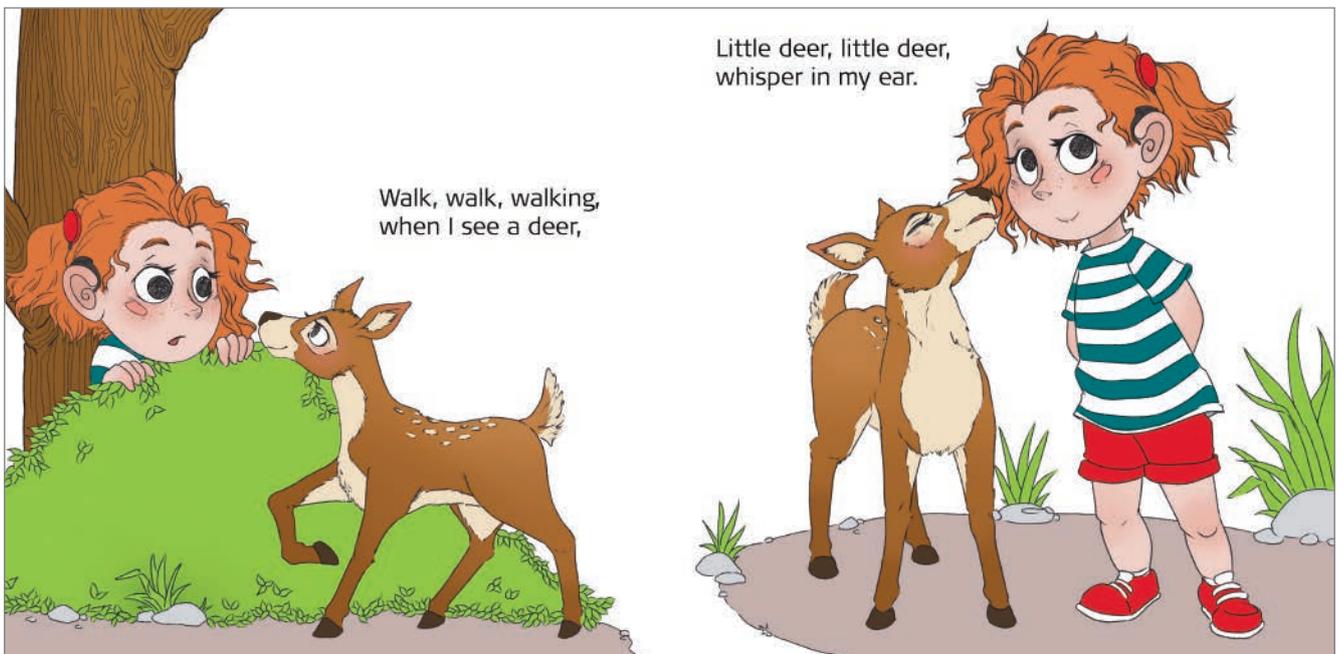
## INSTRUCTIONS

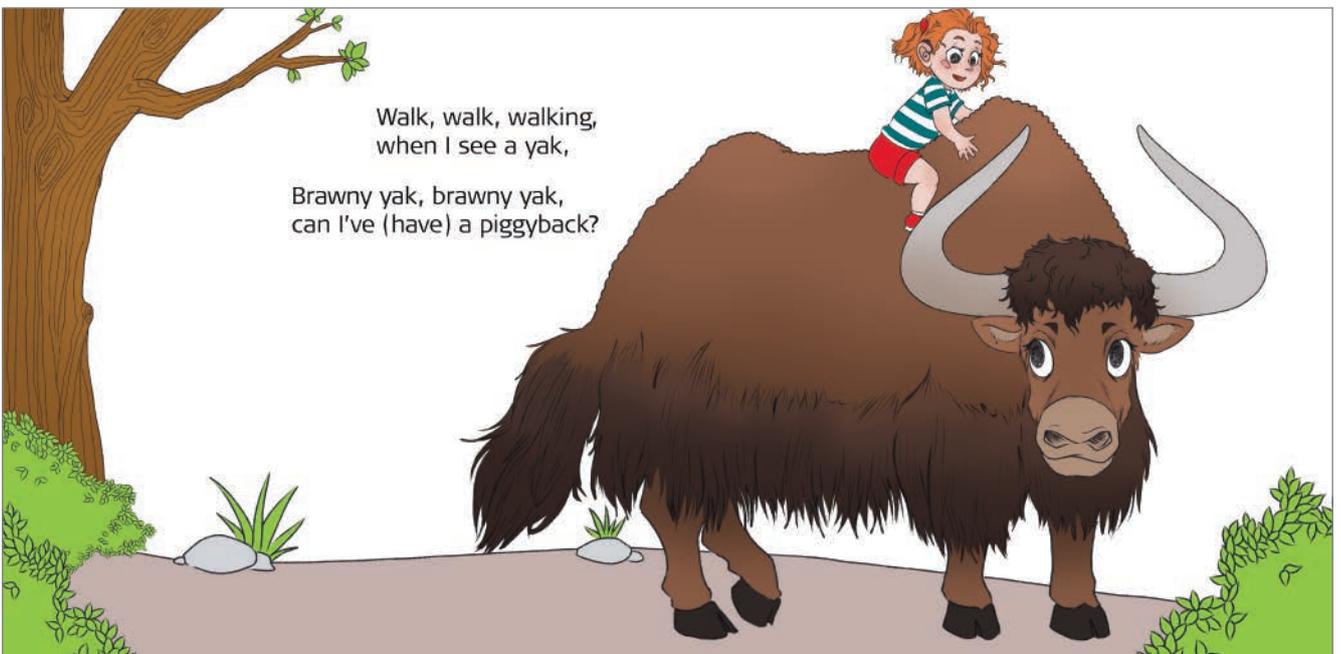
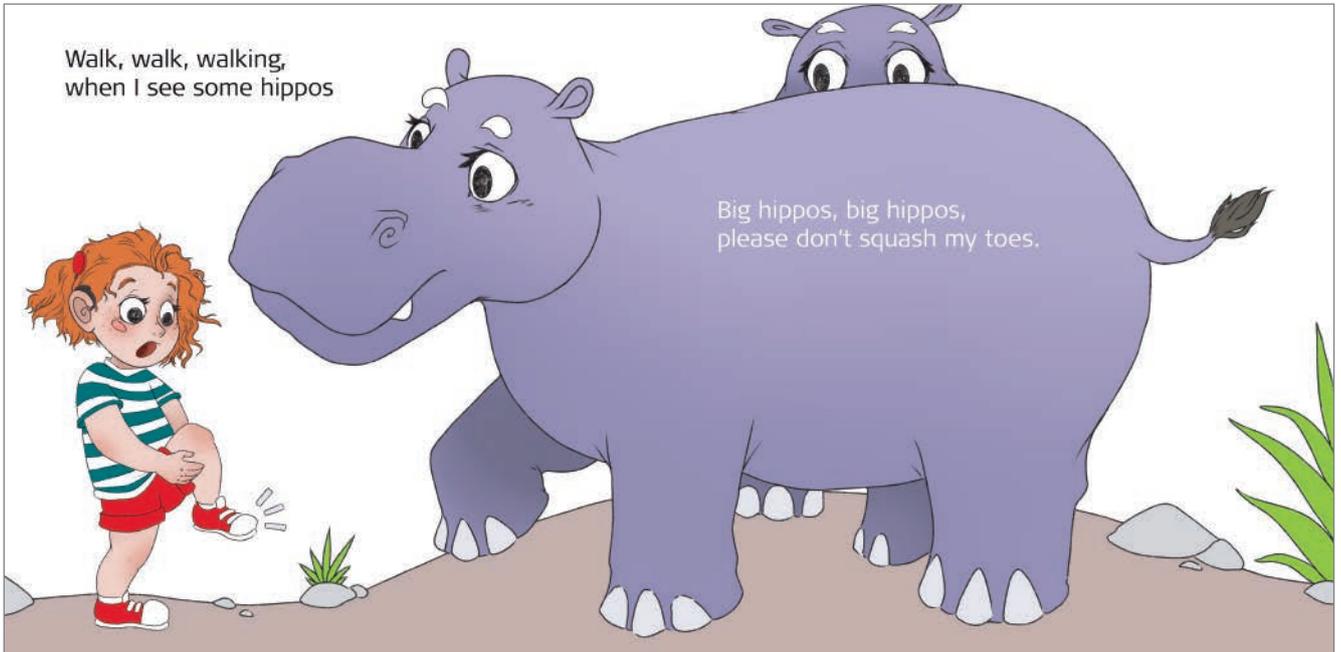
1. Explain to the caregiver the importance of SONGS and singing in supporting their child's listening and communication development.
2. Begin the story and encourage the caregiver and child to join in with singing and the actions. The "When I was Walking" songbook can be sung to the melody of "Row, row, row your boat"<sup>9</sup>.
3. Talk about the action and body part on the next page before showing the picture. Encourage caregivers to repeat the phrase and point to the body part (e.g., *sit upon my knee*).
4. On the next page, talk about the action and body part before showing the picture. WAIT, WAIT & WAIT SOME MORE to allow the child time to identify the body part (e.g., *perch upon my nose*).
5. Encourage the caregiver and child to dance, sway, or bounce while singing along.
6. Hand the book over to the caregiver and encourage them to lead the song, turn the pages, and give the instructions.
7. Take pictures throughout the song of the caregiver and child performing the actions to add to an experience book for review together later.
8. Once the songbook is finished, encourage the caregiver to talk about the animals, body parts, and actions in the pictures and any related emotions.
9. Ask the caregiver whether they know another song about actions or one they use in their home. If so, sing their song together.

### 3. "WHEN I WAS WALKING" SONGBOOK

Sung to the melody of "Row, row, row your boat".







## ACTIVITY

# 4. Experience Book

## RESOURCES

- Smartphone or tablet to take and view photos during the session; alternatively, print photos of the child performing different actions or ask the caregiver to bring some to the session
- Glue
- Notebook

## PROPOSED GOALS



- Caregiver practices TALK, TALK, TALK and is introduced to experience books



- Follows one-step directions during play (e.g., *Clap your hands.*)
- Points to self and family members in photos when named



- Responds to stories being read by vocalizing and patting pictures

## INSTRUCTIONS

1. Introduce experience books to the caregiver. Explain the benefits of experience books and how to use them. Share with the caregiver the handout about experience books on page 23.
2. Review the photos taken during the session or photos brought from home of the child and caregiver completing different actions.
3. Review the photos one by one. Explain to the caregiver that you will demonstrate using TALK, TALK, TALK and ACOUSTIC HIGHLIGHTING to talk about the first photo to teach verbs and body parts, and then it will be their turn.
4. Demonstrate TALK, TALK, TALK and ACOUSTIC HIGHLIGHTING when reviewing the first photo. Highlight verbs and body parts.
5. Handover the photos to the caregiver. Encourage them to talk about each of the photos one by one, pausing to encourage the child to vocalize or interact with the caregiver.
6. If using a paper-based book, stick the photos into a notebook with the child. ACOUSTICALLY HIGHLIGHT verbs while doing so (e.g., *Open the book, Turn the page, Open the glue, Put the glue on, Push the photo, Stick it on*). Then handover for the caregiver to practice TALK, TALK, TALK while sticking each of the photos into the book.
7. If using an app-based experience book, show the caregiver how to add pages, photos, videos, text, and voice recordings to the book so they are familiar with how to use the app. Use the caregiver's device if possible so that they have the experience book to take with them to continue to share with their child at home.

## ACTIVITY

# 4. Experience Book

## RESOURCES

- Smartphone or tablet to take and view photos during the session; alternatively, print photos of the child performing different actions or ask the caregiver to bring some to the session
- Glue
- Notebook

## PROPOSED GOALS



- Caregiver practices TALK, TALK, TALK and is introduced to experience books



- Answers 'Who' questions



- Refers to self by 'me' or by own name
- Imitates action words (e.g., clap)



- Listens to and looks at book being read for five to ten minutes

## INSTRUCTIONS

1. Introduce experience books to the caregiver. Explain the benefits of experience books and how to use them. Share with the caregiver the handout about experience books on page 23.
2. Review the photos taken during the session or photos brought from home of the child and caregiver completing different actions.
3. Review the photos one by one. Explain to the caregiver that you will demonstrate using TALK, TALK, TALK and ACOUSTIC HIGHLIGHTING to talk about the first photo to teach verbs and the 'Who' question, and then it will be their turn.
4. When asking 'Who' questions, ask the caregiver to answer using ACOUSTIC HIGHLIGHTING to teach the child the correct response. If you ask the caregiver *Who is that?* and it is a picture of the caregiver, have them model *That's me!*
5. Handover the photos to the caregiver. Encourage them to talk about each of the photos one by one, pausing to encourage the child to vocalize, point, or interact with the caregiver.
6. If using a paper-based book, stick the photos into a notebook with the child. ACOUSTICALLY HIGHLIGHT verbs while doing so (e.g., *Open the book, Turn the page, Open the glue, Put the glue on, Push the photo, Stick it on*). Then handover for the caregiver to practice TALK, TALK, TALK while sticking each of the photos into the book.
7. If using an app-based experience book, show the caregiver how to add pages, photos, videos, text, and voice recordings to the book so they are familiar with how to use the app. Use the caregiver's device if possible so that they have the experience book to take with them to continue to share with their child at home.

## 4. Experience Book

### WHAT IS AN EXPERIENCE BOOK?

Experience books are a fun, easy, and inexpensive way to develop your child's listening, language, and speech skills. An experience book is a personalized book you make with your child about an activity, daily routine, experience, holiday, or outing.

### BENEFITS

Experience books are an effective resource for teaching your child, as they can:

- Help to spark your child's interest in books and reading. The experience book is about them, after all!
- Allow your child to practice the same skills over and over as you share the experience book and read the book with family and friends.
- Allow you to target a specific communication skill.
- Act as a link between real-life experiences and books.
- Help your child to remember and recall new words that they learned during a particular outing or experience.

### WHAT'S IN IT?

An experience book can be a small book about one topic, such as your trip to the park, or it can be a longer, ongoing book covering many different topics and experiences.

### HOW TO MAKE AN EXPERIENCE BOOK

An experience book doesn't have to be fancy or pretty! It can be a paper book that you make with your child by adding photos, souvenirs, tickets, and drawings about one of your child's experiences, along with text, to a notebook. This allows your child to practice their fine motor skills while cutting, pasting, and drawing pictures, and turning the pages. The caregiver may write a word, phrase, or simple sentence that describes the picture under it to expose the child to written words. Alternatively, you can make an experience book using an app. This allows you to add photos and text quickly and easily.

### HOW CAN I USE AN EXPERIENCE BOOK TO HELP MY CHILD'S COMMUNICATION SKILLS?

Make an experience book with your child and look at it together. You can teach any language concept with an experience book. Here are some examples:

- Teach family names: Add pages to your child's experience book with photos of each family member. Write their names below the photos and practice using phrases such as *Hello Grandma* when you look at these pages.
- Teach songs: Make a page in your child's experience book with a picture that goes with the song. A star for "Twinkle, Twinkle, Little Star"<sup>10</sup> or a farmer and a range of animals for "Old McDonald Had a Farm"<sup>11</sup>. Sing the song every time you look at this page of the experience book.
- Teach your child to understand and use action words: Take photos of your child and family members doing different actions, (e.g., jumping, running, sleeping, riding their bicycle, playing, eating, drinking). Add these photos to their experience book along with sentences that go with the photos (e.g., *I am riding my bike* or *Daddy is sleeping*).

For more information about experience books and to see one in use with a child, visit [Rehab At Home: What Is An "Experience Book"](#) found on the [MED-EL Blog](#).

# Group Lesson

The Group Lesson Plan along with the activities and Therapist Notes shared above may be used to provide group intervention. Group intervention for this age group focuses on caregiver education, guidance, and coaching.

## REMEMBER TO:

- Set and monitor audition and communication goals for each child with the family. Set aside time with each family regularly to discuss the child's progress and monitor their goals. *A Child's Journey Developmental Milestones (Birth – 6 Years)*<sup>5</sup> may be used as a guide for goal selection.
- Monitor each child's access to sounds with the Ling Six Sound Test. The test will need to be performed individually in a quiet space with each family and child.
- Monitor each child's device use. Support the family through collaborative problem-solving and goal setting to increase device use as required.

Research has highlighted the importance of caregivers making connections with other families of children with hearing loss. Caregivers report that making these connections facilitates their coping and that other caregivers offered the kinds of support that best matched their emotional and practical needs.<sup>7</sup> Specifically, caregivers felt it was important to connect with others who had firsthand experience in raising a child with hearing loss. Caregivers appreciated opportunities to share practical information, knowledge, and resources; to collaboratively think through concerns and face challenges, and to discuss potential solutions and ideas. In addition, the social group contributed to caregivers' sense of belonging and helped to normalize the experience of parenting a child with hearing loss.

## IN GROUP LESSONS, CONSIDER:

- Seating: circle seating on a mat on the floor allows group interaction. Ensure this is accessible for all participants in the session.
- Timing: you may need to allocate more time for families to join the session and settle in, especially with their small child (compared to individual sessions) and opportunities for families to talk and socialize.
- Encourage group discussion, sharing, and problem-solving throughout your sessions to harness the benefits of peer caregiver support.

# Play Sounds

## WHAT ARE PLAY SOUNDS?

A Play Sound is a word or short phrase which carries a high amount of acoustic energy and interest. Many Play Sounds are naturally used all around the world by parents and caregivers when talking with very young children. This is because beginning listeners find these sounds attractive to listen to, easy to remember, and simple to attach meaning to.

## WHY USE PLAY SOUNDS?

Play Sounds are used to gain the attention of the child through the hearing sense and can help begin to build auditory pathways in the brain. Children who receive hearing technology may be in the early stages of building their listening skills and may benefit from being exposed to this first step in listening. In addition, learning how to say Play Sounds is an easy way to start to practice all the different sounds required to speak clearly.

## HOW TO USE PLAY SOUNDS?

Use Play Sounds to build an association between a sound and an object or action. Play Sounds are fun to use. Just follow these general rules:

1. Say the Play Sound just before showing the object or doing the action.
2. Repeat Play Sounds frequently in different natural contexts.
3. Pair the Play Sound with real words to build comprehension skills (e.g., *Beep beep! Here comes a car!*).
4. Make your voice interesting to listen to by adding intonation variations.

## SELECTING PLAY SOUNDS IN LANGUAGES OTHER THAN ENGLISH?

On the next page, you will see a list of examples of Play Sounds in English. The allocation of Play Sounds is intended to give the child maximal auditory contrasts. Play Sounds differ in duration, intensity, and pitch to make discriminating these sounds easy. Consideration is also given to targeting a variety of vowels and consonants to facilitate speech production skills. It is not necessary to use the examples, but it is important to choose carefully and be consistent to help children attach meaning to the new sounds they are hearing. When selecting new Play Sounds in English or allocating Play Sounds in languages other than English, consider the acoustic properties of the sounds.

PLAY SOUNDS	WHEN AND HOW TO USE IT
Up up up	Picking up the child
Uh-oh	When a mistake has been made (such as dropping something)
Ow	When someone is hurt
Look	Showing something, pointing to something
Oh no	When something goes wrong (e.g., spilling milk)
Yay	When something is achieved (e.g., putting a piece in a puzzle)
Wow	Something unexpected or exciting happens (e.g., a big tractor goes by)
Go	Letting something go (e.g., car down a slope)
Ready, steady... Go!	Hold your child at the top of a slide, then let go
Oooh yuck	Mess
No no no	Telling off animals, dolls, etc.

### ROUTINES AT HOME

Shh, go to bed	Going to bed, playing with dolls or teddies
Have a bath	Going for a bath, playing with dolls or teddies
Wake up	Playing with dolls or teddies
Where's Daddy?	Before Daddy comes home from work
Knock knock	Before opening a door
Open	Opening doors, jars, boxes, etc.
Mmmm yum	Food, feeding pets
Hi, hello	Greeting someone
Bye	When someone leaves

### ACTIVITIES

Jump jump	Jumping from the bottom step to the floor
Hop hop hop	Hopping on one foot
Walk walk	Walking down the path
Sit down	Every time you sit together
Cut cut cut	Cutting fruit with a knife or paper with scissors
Pour	Pouring milk or juice into a cup

### ANIMAL AND VEHICLE SOUNDS:

Aaah	Aeroplane
Brmm brmm	Trucks, cars
Beep beep	Cars
Wee oo wee oo	Ambulances
Woof woof	Dog
Mooo	Cow
Meeow	Cat
Stomp stomp stomp	Elephant
Ssss	Snake
Oo oo ee ee	Monkey

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# NOTES

A series of horizontal dotted lines for writing notes.

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