

Remote Lesson Kit 3

FOR USE IN TELEPRACTICE



Learn About the MED-EL Remote Lesson Kits

1. What is a MED-EL Remote Lesson Kit?

The MED-EL Lesson Kits contain descriptive information, lesson plans, instructions, therapist notes, and resources. You will find them here: <https://blog.medel.pro/>. Therapists can use these free resources to deliver lessons with a focus on developing the listening and spoken language skills of children using hearing technology. The MED-EL Remote Lesson Kits are activities selected from the Lesson Kits and put together with information and a multi-level lesson plan that therapists can use to deliver lessons over the internet. The Remote Lesson Kits are useful for providing telepractice support to rural or remote families or families who find it difficult to come into a clinic for lessons.

2. What do families need?

Families need to be able to connect to the therapist over the internet on a device. Preferably they need access to email and a printer, but resources can be printed in the clinic and posted ahead of the lesson time. Families will need scissors, tape, and a stapler. The parents/caregivers read the preparation notes ahead of the lesson to understand how to do each activity.

3. Do both the therapist and the family need copies of the resources?

Yes. The goal is for therapists to guide and coach the parents/caregivers to develop their skills to work with their children at home. Therapists can help to keep children engaged in the activities by sharing, via their camera, that they have the same materials.

4. How do the multi-level lesson plans work?

The lesson plans contain suggestions for listening, spoken language, cognition, and Theory of Mind goals. In each learning domain several goals are identified. Therapists use ongoing diagnostic assessment to establish the level at which children are functioning and select goals one step ahead. For more detailed lists of skills and goals, refer to MED-EL's *A Child's Journey*.

5. What age- and skill-level are the Remote Lesson Kits suitable for?

The goals in each domain are roughly equivalent to the three levels of goals identified in the MED-EL Lesson Kits. See more information in "Learn About the Levels" on page 6. The therapist notes are written assuming the child is able to sit with the parent/caregiver and engage in semi-structured play-based activities. If not possible, the parent/caregiver can be coached without the child and later deliver the activities away from the screen. Children up to 10 to 12 years of age continue to enjoy these activities. Suggestions for modifying the listening and spoken language levels are included in the therapist notes.

6. What are the KEY STRATEGIES listed on the lesson plan?

The Key Strategies refer to the method used to help children achieve the goals. Therapists are encouraged to explain and model the strategies for parents/caregivers to try during the remote lesson. Therapists then provide feedback to the family on the use of the strategy and any suggestions for improvement. The strategies are listed and described on the following pages. Each remote lesson will focus on a limited number of strategies to facilitate family focus. Videos of families demonstrating many of the strategies can be found by following the link to "Rehab at Home" <https://blog.medel.com/tips-and-tricks/>.

7. Why are there so many mentions of "coach the parent/caregiver" in the therapist notes?

Research demonstrates that children progress faster if their parents/caregivers have a high level of involvement in therapy. By coaching parents/caregivers, therapists can convey knowledge, give direction on strategies, feedback on the effectiveness of strategies and activities, and suggest modifications if necessary. In this way the parents or caregivers develop the confidence to use these strategies in their everyday life.

8. How can we use them?

Slide decks are simply animated PowerPoint files made using the images and text from the story or song books. Each remote kit contains one. Therapists may like to use screen sharing to control the rate of content delivery. Alternately, families can load the slide deck onto a tablet or phone. Animations can be viewed using PowerPoint (on Windows computers and Android devices) or keynote (on Apple devices). If using other applications, choose the "no animations" version. Therapists working with families using languages other than English are able to customize the resource by selecting "edit anyway" and translating the text.

Getting Started with Remote Therapy (Telepractice)

Basic Preparations

1. Conduct a review of the type of technology you and the family will be using.
Basic requirements for the family:
 - Computer (or tablet/phone if computer is not available)
 - Web camera + microphone (built-in or separate)
 - High-speed internet connectionBasic requirements for the therapist in addition to the above:
 - Headset with attached microphone
 2. Review video conferencing tools and determine which is preferred.
 3. Identify a person to assist you in solving any technology issues.
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One Week Before Scheduled Start

1. Confirm that the family has the appropriate technology and understanding of the chosen video conferencing tool.
 2. Prepare the therapy room.
Basic requirements for the therapy room:
 - Quiet private room
 - Position the table and camera for best lighting on your face
 - Minimize visual distractions in the background (plain painted wall preferred)
 3. Email the lesson plan and any other paper resources for printing (or print and post if the family requires).
 4. Conduct a test call to confirm that the technology is ready and the family has the required resources (both paper and other resources listed on the lesson plan).
 5. Determine a suitable appointment time for the lesson.
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The Day Before

1. Contact the family to confirm the appointment, check they have all the materials prepared for the lesson, and ask if they have any questions. Parents/caregivers are encouraged to read the preparation instructions before the lesson to understand what to do in each activity.
 2. Prepare all the resources required for the lesson. (Most activities work best when both the therapist and family have the same or similar resources.)
 3. Confirm that your technology support person is available.
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The Lesson

1. Make the call to the family.
 2. Take some time to establish rapport and check if the audio and visual connection is good..
 3. Guide and coach the family through the activities on the lesson plan.
Basic principles of remote therapy:
 - Explain the goals of the activity
 - Model strategies and explain how and why you do them (remember to look at the camera)
 - Encourage the family to take a turn and make careful observations so you can coach them
 - Identify what they did well
 - Talk about how the child responded
 - Suggest improvements (if any)
 4. Conclude with a summary and discussion.
 5. Seek feedback from the family about any technological issues.
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Key Strategies for Developing Listening Skills

ON AIR ALL WAKING HOURS

The child's hearing device(s) are on and working all the hours the child is awake. A functional listening check (Ling Sound Test) is performed on each device daily to ensure they are working optimally.

COME CLOSE TO ME

The talker makes a conscious effort to move close to the child's audio processor to ensure the auditory signal is clear. The optimal distance is between 30 and 50 cm for a beginning listener.

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. Talkers 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, most likely listening to, and thinking about (parallel talk).

THE SAME THINKING PLACE

The talker makes a conscious effort to identify what the child is thinking about and provides comments to put those thoughts into words. An example is if the child is looking outside, the talker could comment, "I think you want to play outside. But...Oh Dear! It's raining."

ACOUSTIC HIGHLIGHTING

A number of techniques are used by the talker to make spoken language more interesting to listen to. These techniques include using Child Directed Speech or Parentese which has more pitch variation (sing-song like sound), 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.

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 in a soft bag and talking about it before showing it to the child.

SIGNAL-TO-NOISE RATIO—LISTENING ENVIRONMENT

Elements in the environment are deliberately and conscientiously manipulated to ensure the background noise is significantly softer than the talker's 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 talker's voice will be 15 to 25 dB louder than background noise.

WAIT, WAIT & WAIT SOME MORE

The talker provides abundant language models (TALK, TALK, TALK) and then waits with expectation to encourage the child to have a turn in the conversation. Expectation that the child talk is set through waiting in silence, leaning towards the child, smiling, and nodding.

WHAT ARE KEY STRATEGIES?

The strategies described on the following pages are used to enhance the child's ability to develop listening and subsequently, spoken language skills using hearing device(s). Therapists and teachers are encouraged to model a variety of strategies in each lesson and coach caregivers in using these strategies in the home environment to help the child integrate listening and spoken language into all aspects of life.

Key Strategies for Developing Listening Skills

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 try and talk about the problem or ask for help to solve the problem. An example is putting a favourite toy too high for the child to reach.

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."

THE AUDITORY FEEDBACK LOOP

An expectation is set that the child attempt to copy the model of a sound, a word, or a phrase said by the talker. This strategy gives children the chance to hear the correct production first and then compare how they sound straight after. The expectation that the child attempt to copy the talker is set by providing clear speech and waiting (WAIT, WAIT & WAIT SOME MORE).

MY VOICE MATTERS!

Every small attempt by the child to produce a sound or word is acknowledged and valued. This acknowledgment helps children understand the importance of using their voice and provides motivation to practise talking more. Combine this strategy with EXPANSION & EXTENSION by repeating the word or word approximation clearly.

USE CHOICES

Language models are provided in a choice question for the child to make a decision and then copy. 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. Over years of listening experience there is a gradual increase from one critical piece of information at the end of a sentence, eventually to four or more pieces of information embedded in a sentence or sentences. An example of a Level 1 Auditory Memory task is, "Find the dog." An example of a Level 4 Auditory Memory task is, "Hide Daddy's keys under the book."

AUDITORY CLOSURE

A familiar song, phrase, or sentence is used as an opportunity for children to demonstrate that they can recognize it and can join in. The talker 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 talker sang, "Twinkle, Twinkle, little...."

MUSIC, MUSIC, MUSIC

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.

BOOKS, BOOKS, BOOKS

Joint book reading, the process through which an adult encourages the child to interact during story reading, is 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. An example of a joint book reading strategy is for the talker to make one or two comments on a page and then WAIT for the child to have a turn. Book sharing is encouraged on a regular basis.

Learn About the Levels



Indicates listening goals



Indicates spoken language goals



Indicates cognition and Theory of Mind goals

HOW TO CHOOSE A LEVEL



LEVEL 1

The child is learning to listen, attend to, and understand **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 is using **single words**, has a vocabulary of up to 200 words, and may be starting to combine words into 2-word combinations. The child begins to use a variety of vowels and consonants.

Cognition refers to how we learn and gain knowledge and understanding about our world. Pragmatics is the social use of language and is heavily aligned to interactional communication. It incorporates **Theory of Mind (ToM)**. ToM refers to the thinking skills we develop over time to explain and predict our own and others' behaviour. Some cognition and ToM skills are developmental; they develop as the child grows older. Furthermore, the relationship between many cognitive, ToM, and language skills is complex, with each contributing to the other in varying degrees over the child's early years. Older children working at Level 1 may already have more advanced cognitive and ToM skills and need stronger language skills to express themselves. Conversely, younger children working at Level 3 may not be developmentally ready to think through some of the ToM goals.

LEVEL 2

The child is learning to listen to, attend to, understand, and remember **2 units** of information. Spoken language is presented in longer sentences and Acoustic Highlighting techniques are utilized to encourage the child to attend to all the information in the sentence.

The child is producing **2- to 3-word combinations**, has a vocabulary of 200 to 2000 words, and is beginning to use some grammatical markers. The child uses all vowels and early developing consonants.

LEVEL 3

The child is a proficient listener learning to attend to, understand, and remember **3 units** of information. Spoken language is presented in a variety of complex sentences and Acoustic Highlighting techniques are utilized to encourage the child to attend to grammatical elements in the sentence.

The child is producing **4- to 5-word sentences and questions**, has a vocabulary of more than 2000 words, and is using a variety of grammatical markers. The child develops mastery of later-developing consonants.

Date:

Name: Age: H.A:

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

			
GO FISH RESOURCES <ul style="list-style-type: none"> Transport L1 A1 or Transport L2 A1 or Transport L3 A1 	<ul style="list-style-type: none"> L1 Identifies 1 item (e.g., <i>Do you have a car?</i>) L2 Identifies 2 items (e.g., <i>Do you have a car and a boat?</i>) L3 Identifies 3 items (e.g., <i>Do you have a car, a plane, and a boat?</i>) 	<ul style="list-style-type: none"> Says: <ul style="list-style-type: none"> 1 word (transport vocabulary) Combines 2 nouns with <i>and</i> Combines 3 nouns with <i>and</i> 	<ul style="list-style-type: none"> Recognizes and expresses emotions throughout the game
SORT THEM OUT RESOURCES <ul style="list-style-type: none"> Transport A2 Transport A2 sorting mat 	<ul style="list-style-type: none"> Sorts animals and vehicles through listening to: <ul style="list-style-type: none"> labels (+ Play Sound if required) descriptions 	<ul style="list-style-type: none"> Repeats animal and vehicle names or play sounds Combines words to make a description (e.g., four legs/four wheels, on a farm/on a road) 	<ul style="list-style-type: none"> Sorts pictures by identifying as belonging to a category
WHERE DOES IT GO? RESOURCES <ul style="list-style-type: none"> Transport A3 	<ul style="list-style-type: none"> Follows a direction with <ul style="list-style-type: none"> 1 key word 2 key words Attends to prepositions (e.g., in, on, across) 	<ul style="list-style-type: none"> Says: <ul style="list-style-type: none"> One word (e.g., vehicle or location) Word combinations (e.g., vehicle + location) Word combinations (e.g., vehicle + verb + location or preposition + determiner + noun) 	<ul style="list-style-type: none"> Understands how things relate to each other Talks about past experiences
IT'S A LONG WAY TO THE SHOP RESOURCES <ul style="list-style-type: none"> Transport A4 Transport A4 vehicles or Transport A4 e-version 	<ul style="list-style-type: none"> Follows directions in context Understands a two-part sequence joined by <i>and then</i> Attends to a sentence sequence 	<ul style="list-style-type: none"> Repeats or says transport nouns or verbs Connects nouns using <i>and then</i> Re-tells a narrative 	<ul style="list-style-type: none"> Makes a choice or guess

ACTIVITY

1. Go Fish

PREPARATION

The parent/caregiver will print the selected resource onto lightweight card.
Cut up the playing cards.

INSTRUCTIONS

The parent/caregiver and child are going to play "Go Fish" with the cards.
The therapist will watch, coach the parent/caregiver on the strategies listed below, and give feedback on the child's performance with respect to the goals.

RESOURCES

Choose one according to level of child—L1 is easiest, L3 is hardest

- Transport L1 A1
- Transport L2 A1
- Transport L3 A1

How to play "Go Fish".

1. Before playing have a close look at the set of cards and talk about them together. All the cards with red borders are different. Each red card has a matching card with a blue border. The goal of the game is to collect matching pairs.
2. Shuffle the cards well and deal out five cards to each player. The remaining cards go picture side down in a draw pile on the table.
3. Each player checks their cards, finds any matching pairs, and puts them down on the table.
4. Start the game by choosing one of your cards and without showing the picture(s) ask the child, "Do you have a ...?" (for L1 this will be one vehicle; for L2 two vehicles; and L3 three vehicles).
5. If the child has that card, it is handed over and the pair is put down on the table. If not, the child says, "Go Fish." and you take a card from the draw pile. If you pick up a card that matches one in your hand, put your pair down.
6. The child then takes a turn asking for a card. The game continues until all the pairs are together.

KEY STRATEGIES



LISTENING FIRST and AUDITORY SANDWICH: Coach parents/caregivers to keep the picture(s) hidden while asking the questions to help the child attend to auditory information first before visual information. If the child is unable to find the card or does not understand, suggest the Auditory Sandwich strategy to help build auditory memory and comprehension of new words. The question is asked through Listening First, if required the child is given a quick peek at the card, and then the question is repeated to finish off the Auditory Sandwich.

KEY STRATEGIES



AUDITORY FEEDBACK LOOP: When it is the child's turn to say, "Go Fish.", coach the parent/caregiver to model the language so the child can repeat it. The expectation that the child repeats the words is set through providing clear language models and then waiting for vocalisation before performing the action. This technique allows children to hear the required language just before trying to say it and provides the opportunity to compare how they say the words with the correct model. This helps children develop the speech monitoring skills that are used to self-correct speech errors.

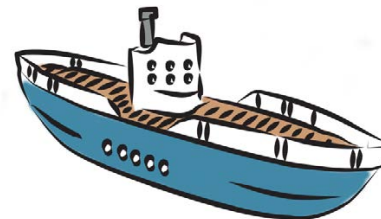
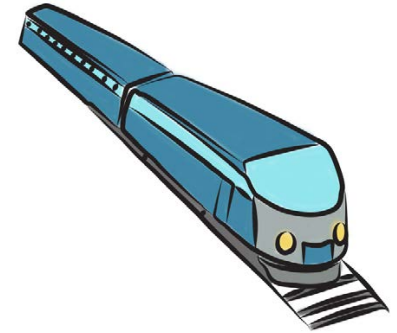
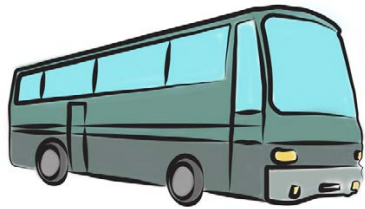
ACOUSTIC HIGHLIGHTING: Coach the parent/caregiver to use Acoustic Highlighting when repeating what the child says to draw attention to any sounds or words the child omits. Acoustic Highlighting techniques include using a slightly slower rate of speech, stressing the vehicle names, pausing before a challenging word, or altering volume (e.g., whispering the name of a vehicle or perhaps the joining word *and*).

KEY STRATEGY

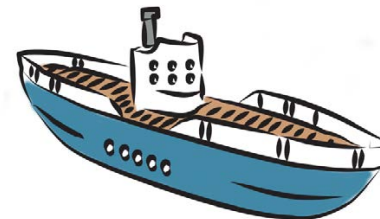
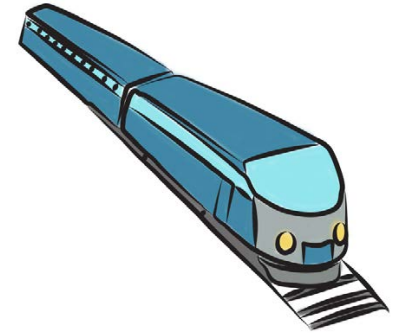
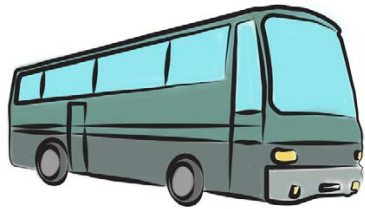


TALK, TALK, TALK: Coach parents/caregivers to talk about feelings that emerge as the game progresses to help the child understand the goal of the game and to help develop the Theory of Mind skill of identifying and labelling feelings. *Oh, dear. I have no pairs. I hope I get one soon. Oh, yeah! You are so lucky. Another pair.*

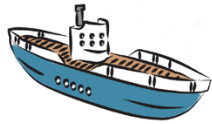
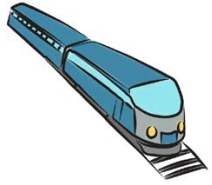
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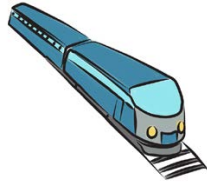
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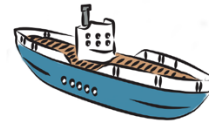
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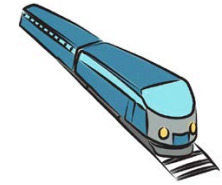
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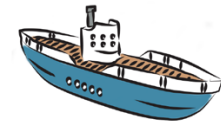
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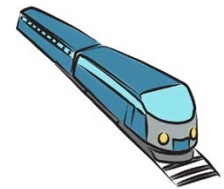
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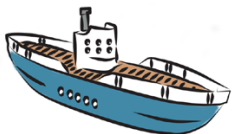
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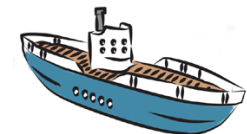
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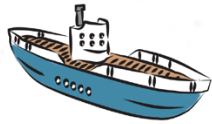
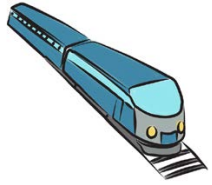


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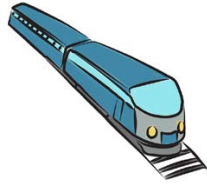


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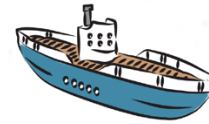
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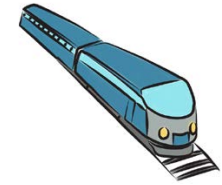
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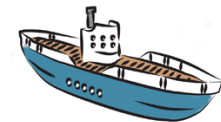
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1. Go Fish



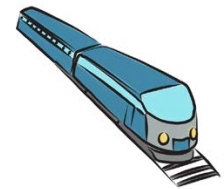
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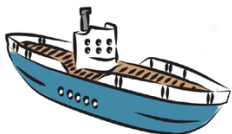
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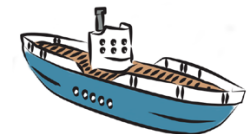
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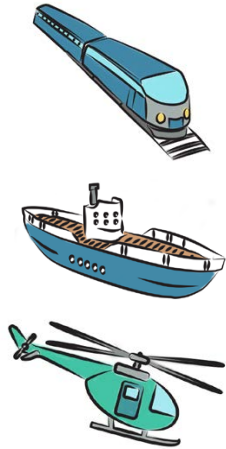


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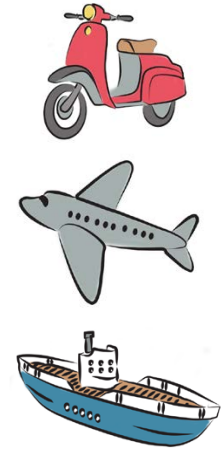
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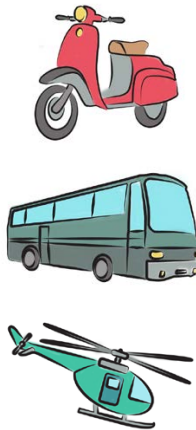
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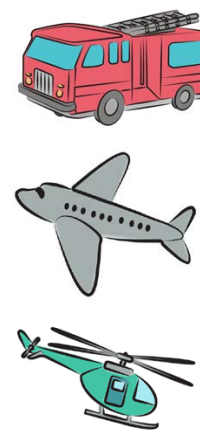
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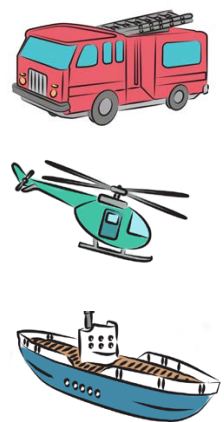
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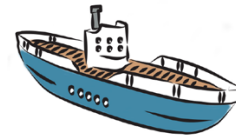
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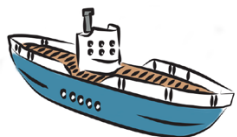
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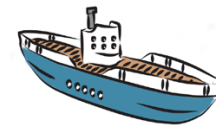
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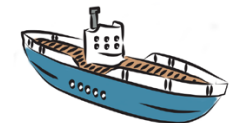
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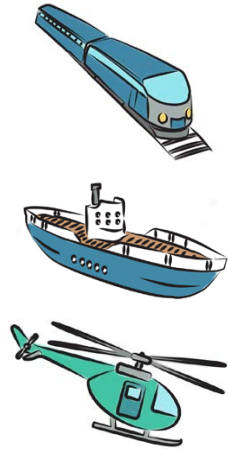


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1. Go Fish



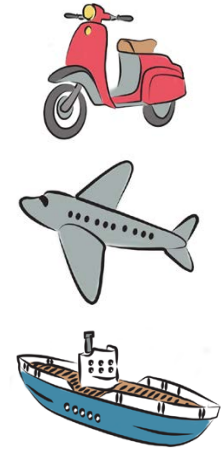
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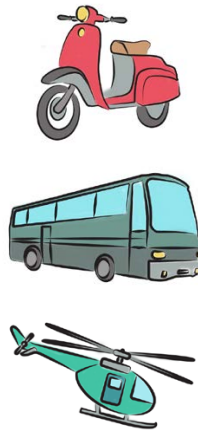
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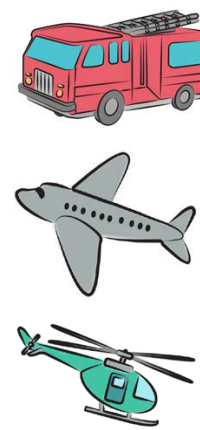
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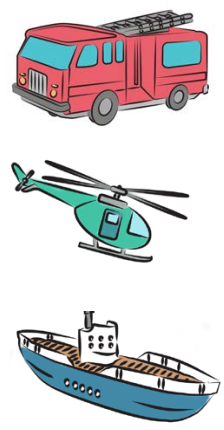
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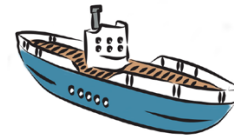
1. Go Fish



Transport



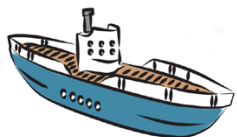
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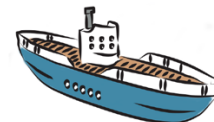
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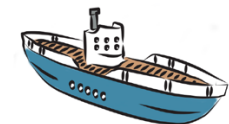
Transport



Transport



Transport



Transport

ACTIVITY

2. Sort Them Out

PREPARATION

Both, the therapist and parent/caregiver will print the resources, cut up the cards on Transport A2 and spread the cards out on the table.

RESOURCES

- Transport A2
- Transport A2 sorting mat
- Scissors and glue

INSTRUCTIONS

You are going to play a guessing game.

1. You are going to play "Guess what I have?" and then sort the pictures onto the sorting page.
2. The therapist starts by selecting a card and giving a clue with the expectation that the parent/caregiver and child work together to find it. For a beginning listener, the clue can contain a Play Sound (e.g., *I have a car, brmm brmm.*) For a more advanced listener, the clue can contain information about category label and description (e.g., *This one is a vehicle with four wheels and five seats.*)
3. When the card is found, glue it onto the sorting mat.
4. Swap roles.

KEY STRATEGIES

LISTENING FIRST: Remind the parent/caregiver to use words before pointing to or picking up each picture. For a beginning listener, hearing words many times in natural context is required to attach meaning to the words. Encourage the parent/caregiver to repeat your request if the child is having difficulty to give the child a second chance at hearing in the better auditory condition.



MUSIC, MUSIC, MUSIC: Repeating the words in songs is an effective way of providing repetition in context with the bonus of Acoustic Highlighting provided through the melody and rhythms. Try to think of songs to go with as many of the animals and vehicles as possible. When you run out, make up new songs. Choose melodies that are different from the other songs and add simple lyrics to provide another way the child can attach meaning to the words.

KEY STRATEGIES

COME CLOSE TO ME: Coach the parent/caregiver to sit very close to the child while providing the language models. This positioning gives the child the best possible access to auditory information. Encourage parents/caregivers to repeat the clues they hear you say to improve the clarity and provide repetition for the child.



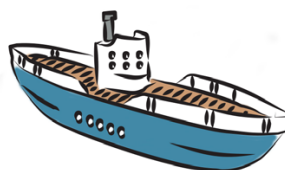
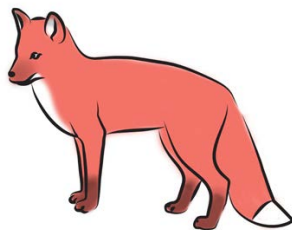
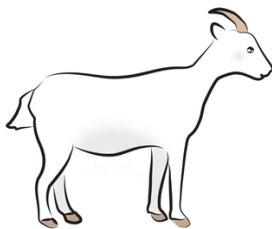
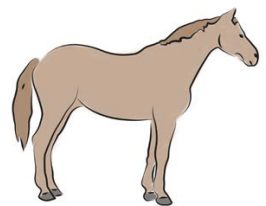
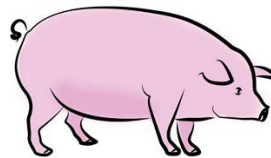
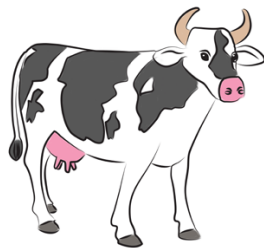
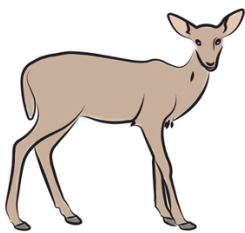
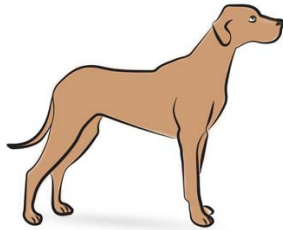
USE CHOICES: When it is the child's turn to give the clue, coach the parent in how to provide language just above the child's level of spontaneous utterance in a choice question so the child can copy. If the child is using Play Sounds, the clue can contain the words. *Do you want to choose the motorbike or the horse?* For more advanced children, the choice clues can help consolidate understanding of category labels. *Will you choose a vehicle or an animal?* For children learning to construct complex sentences, include descriptive phrases. *Do you want to choose an animal with a long tail or an animal with horns?*

KEY STRATEGY

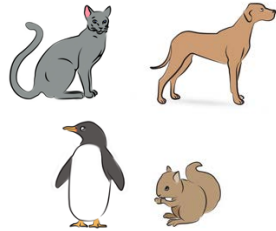
TALK, TALK, TALK: Understanding how to sort words helps children develop the skills required to store vocabulary in their memory so the words can be retrieved later when needed. Coach parents/caregivers to talk about categories words belong to, their attributes, and functions to help their children get a better understanding of the associations of each word and how words relate to others already in their vocabulary.



2. Sort Them Out



2. Sort Them Out



ACTIVITY

3. Where Does It Go?

PREPARATION

The parent/caregiver will print the resource. The parent/caregiver and child are going to draw lines from the vehicle to the location that it goes. The therapist will watch, coach the parent/caregiver on the strategies listed below, and give feedback on the child's performance with respect to the goals.

RESOURCES

- Transport A3
- Coloured pencils

INSTRUCTIONS

You are going to play "Where Does It Go?"

1. Talk about and then point to the car and explain that together you have to find where the car goes.
2. Talk about and then point to the choices on the right-hand side of the page.
3. Talk about how the car cannot go in the lake.
4. Point out the bridge and roads.
5. Encourage the child to make a choice by asking, "Do you want the car to go on this bridge or a road?"
6. Teach the child to draw a line from the car to the chosen picture.
7. Repeat for the remaining vehicles.

KEY STRATEGIES

LISTENING FIRST and AUDITORY SANDWICH: Talk and then point is an easy way to remember how to use Listening First in this activity. The words just need a few moments to reach the child's brain so that the auditory cortex has the chance to learn to do its job. Coach the parent/caregiver to select and talk about the vehicles out of order to make the listening more challenging then wait a little to see if their child can find the correct one. If this is difficult, the parent/caregiver should then point and repeat the name or description of the vehicle to complete the Auditory Sandwich.



ACOUSTIC HIGHLIGHTING: The prepositions *on* and *in* in this activity are very similar. Pause just before the prepositional phrase and put a little stress on the location word. *The motorbike goes... on the road.*

KEY STRATEGIES

USE CHOICES: Using choice questions makes it easier for the child to reach expressive language goals by providing an appropriate language model just before attempting an utterance. For a child working to produce single words, ask a question with one key word on each side of the choice (e.g., *Do you think the car goes in the lake or on the road?*) For a child working to produce word combinations, model the combinations on both sides of the choice question (e.g., *Hmm, what do you think.... The car drives on the lake or the car drives on the road?*)



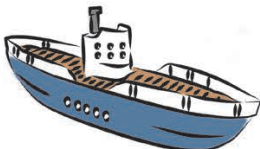
COME CLOSE: Coach parents/caregivers to sit shoulder to shoulder with their child for this activity. This will minimize lip-reading and put the emphasis on listening. In addition, it will provide the best auditory signal for listening to the following tricky grammatical markers; prepositions (on, in), determiner (the), and third person verb endings (e.g., drives).

KEY STRATEGY

TALK, TALK, TALK: As each vehicle is labelled and the location is identified, coach parents/caregivers to talk about any past experiences they have had taking this mode of transportation. This will facilitate the development of narrative or story telling skills. *Remember we rode on the train when we went to the zoo. We bought our ticket and put it in the machine.* In addition, encourage parents/caregiver to provide a model for their child to ask you about your experiences. You can ask (*Therapist's name*), *"Have you been on a train?"*



3. Where Does It Go?

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ACTIVITY

4. It's a Long Way to the Shop

PREPARATION

Print and cut out Transport A4 vehicles. Print Transport A4 "It's a Long Way to the Shop" and staple together to make the book.

INSTRUCTIONS

You are going to play "It's a Long Way to the Shop." If using the e-version, the therapist can choose to load the book and share screen or follow along on own device while the parent/caregiver leads the activity. The therapist will watch, coach the parent/caregiver on the strategies listed below, and give feedback on the child's performance with respect to the goals.

RESOURCES

- Transport A4
- Transport A4 vehicles
- Scissors, stapler, glue
- Transport A4 Slide deck

1. Give the girl a name.
2. Explain that she lives a long way from the shop.
3. Explain that first she must get from the island to the beach.
4. Paper version: Look at the vehicles and guess which one the girl will pick to get from the island to the beach. Glue the vehicle in the grey box provided in the story.
Digital version: Look at the vehicles and guess which one the girl will choose. Click on the grey box to reveal the correct answer.
5. Make up words to go with that page. Write them at the bottom if using the paper version.
6. Turn the page (or click, or swipe to turn the page) and repeat for each destination..

KEY STRATEGIES

LISTENING FIRST and AUDITORY SANDWICH: Explain what to do using words first and then add gestures to help the child understand the instructions. If the child is having difficulty following directions, coach the parent/caregiver in these 3 steps to support listening comprehension.

1. Use words; *We need to cut up all of these vehicles.* Wait
2. *We need to cut up all of these vehicles* + subtle non-verbal clue (e.g., Wait and glance at the scissors.)
3. *Let's cut up all these vehicles* + obvious non-verbal clue (e.g., Wait and point to the scissors.) *Great, you've got the scissors. Now you can cut up all these vehicles.*



ACOUSTIC HIGHLIGHTING and AUDITORY HOOKS: As the book comes together, coach parents/caregivers to highlight the words *and then* before turning the page to draw the child's attention to these joining words and build anticipation for the next page. If screen sharing the slide deck, the therapist can control the content and use attention grabbing words to build anticipation and maintain the child's attention. *Ready, set, go bike, go!*

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: The paper version of this book turns out differently for every person who does it. This is because each person may have their own different ideas. The words we use to talk about our ideas are called State of Mind vocabulary. Coach parents/caregivers to highlight these words when talking about making a choice. *I think she **wants** the submarine. But maybe you think something different. Do you **think** she **needs** the submarine or the sailboat?* If using the slide deck, highlight state of mind verbs as you guess and then review your guesses. *You **thought** the train, but I **guessed** the bus.*



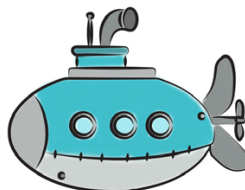
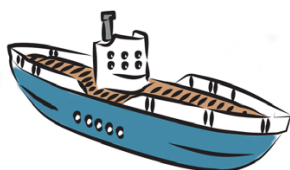
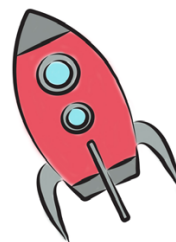
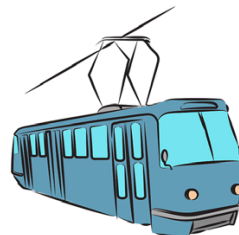
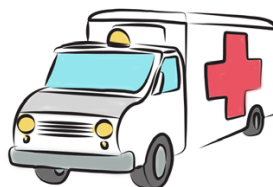
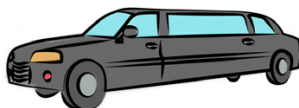
USE CHOICES and AUDITORY FEEDBACK LOOP: The digital version of this resource narrows the choices of vehicles for each page. This makes it simple to provide the words as a model for the child to listen to, make a choice, and then compare their speech to the adult model. *What's your **guess**? Do you **guess** submarine, ship or rowboat?*

KEY STRATEGIES

COME CLOSE TO ME and TALK, TALK, TALK: Many children engage well with digital media, but commercial programs may include background music and language that is too complex for beginning listeners to learn from. Using a simple PowerPoint like the slide deck provides the advantage of high engagement with the opportunity to customise the listening and language input. Coach parents/caregivers on talking about the choices, guesses, and outcomes. Add who guessed correctly and who was wrong. Learning that taking a guess when we actually don't know the answer helps develop the Theory of Mind skill called Knowledge Access.



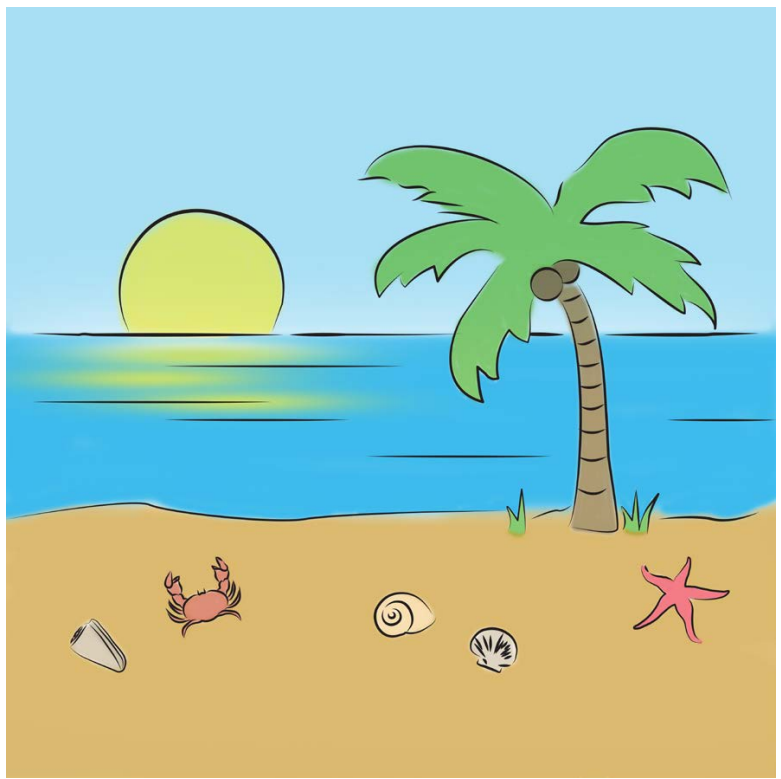
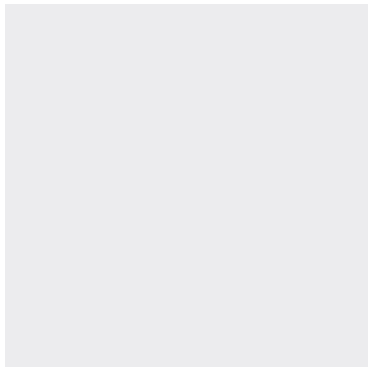
4. It's a Long Way to the Shop

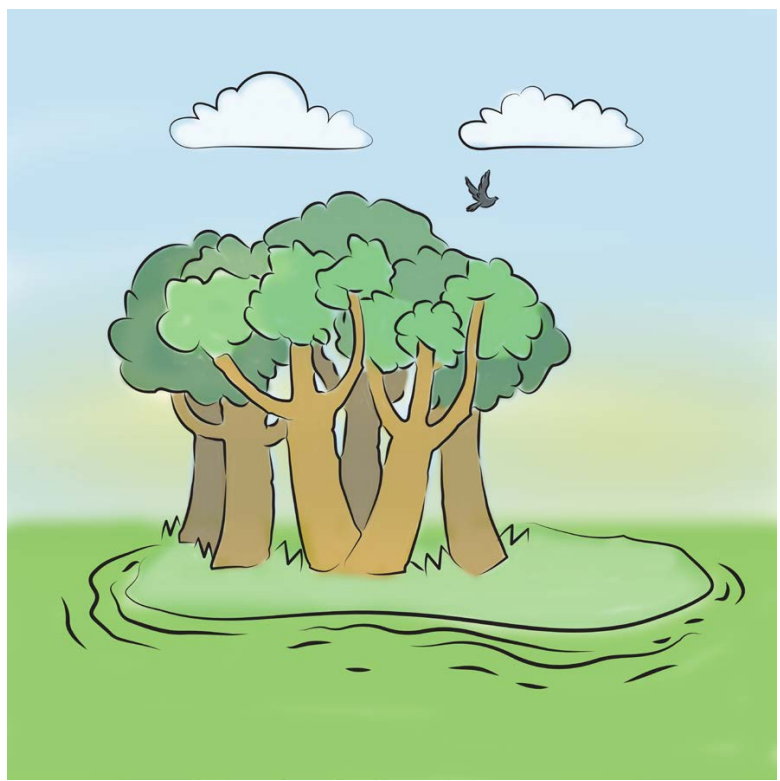
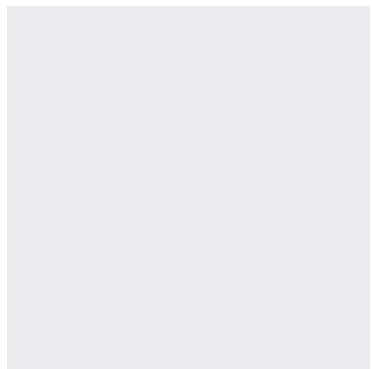


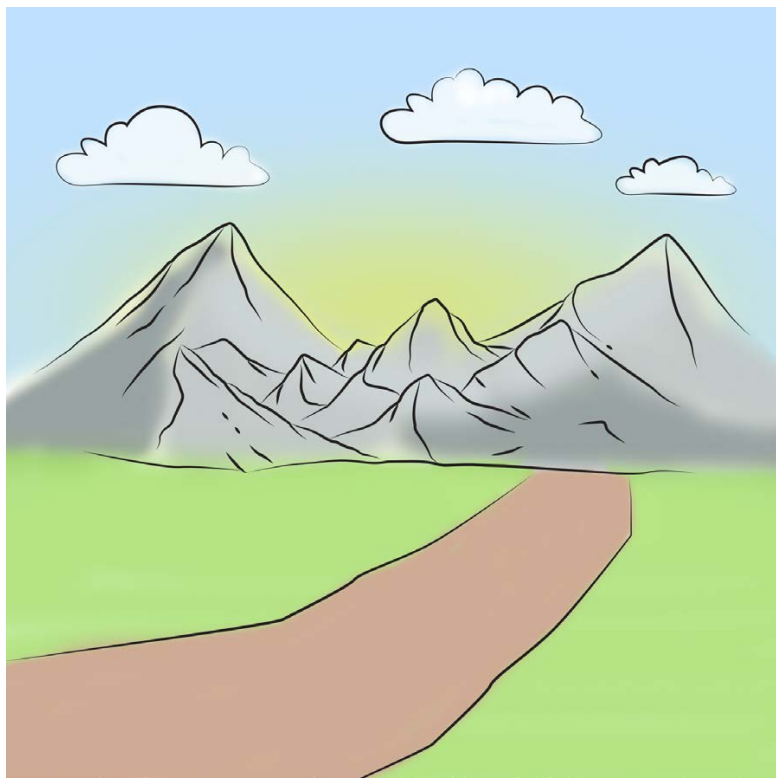
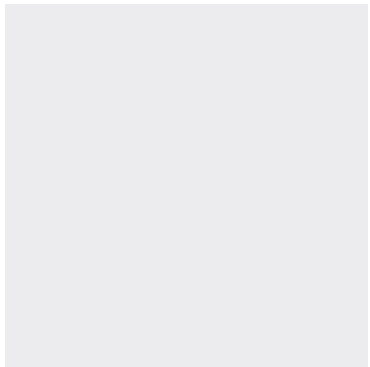
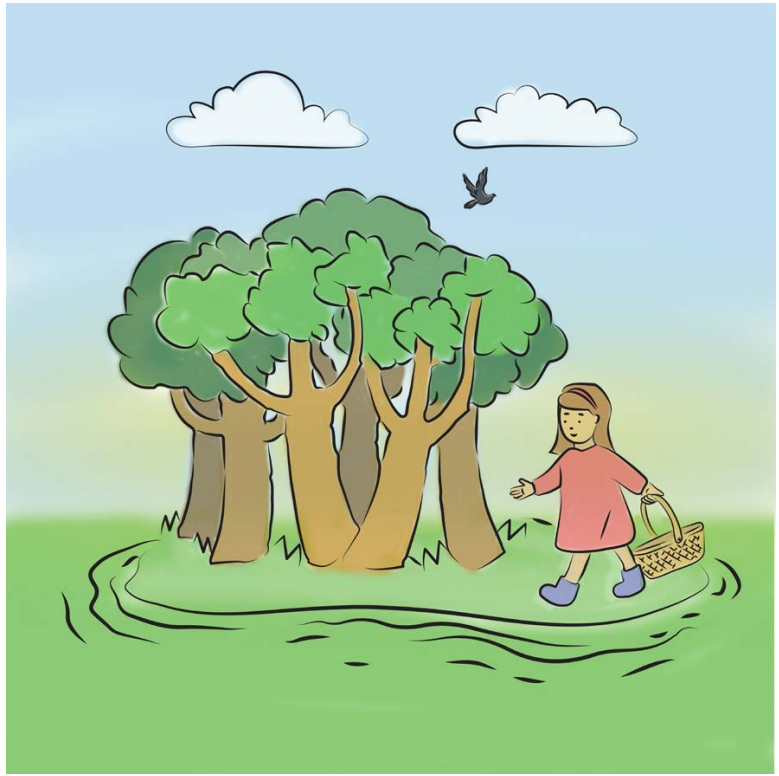
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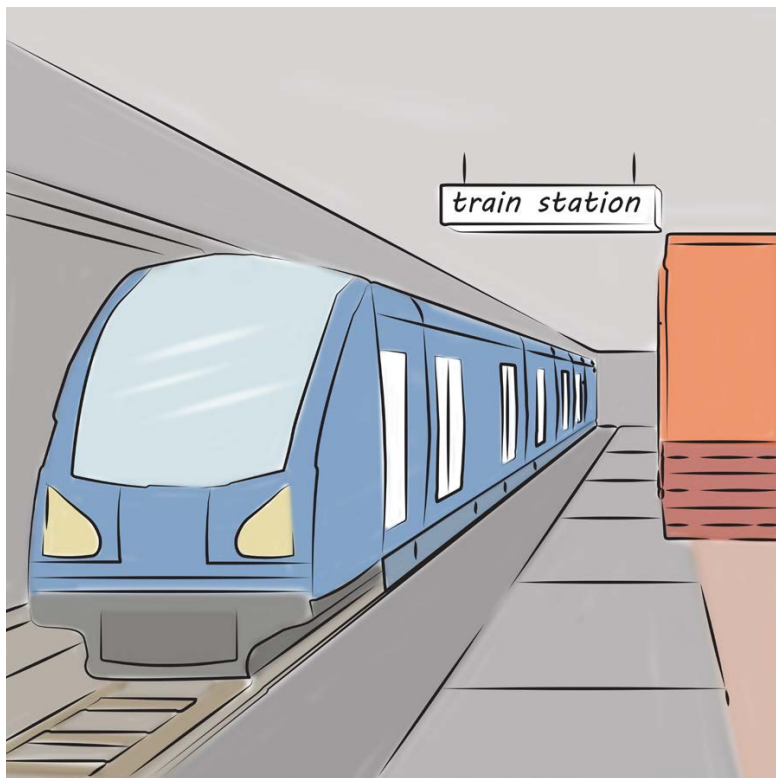
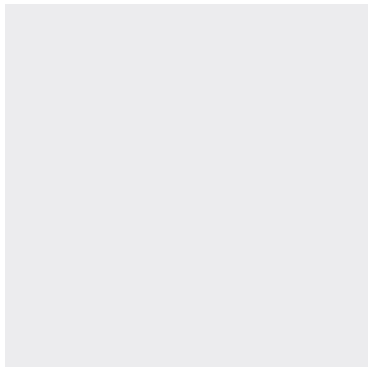
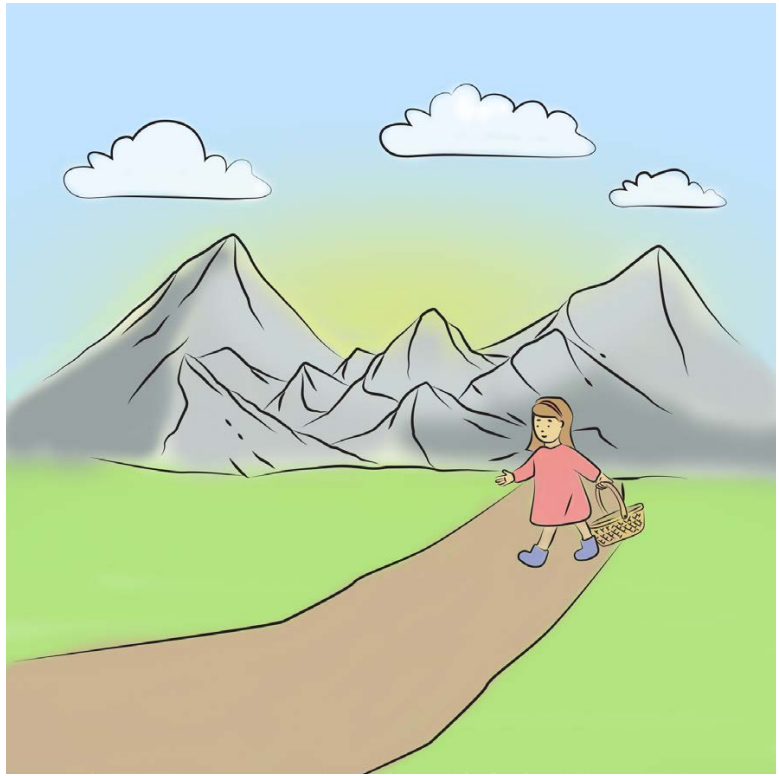
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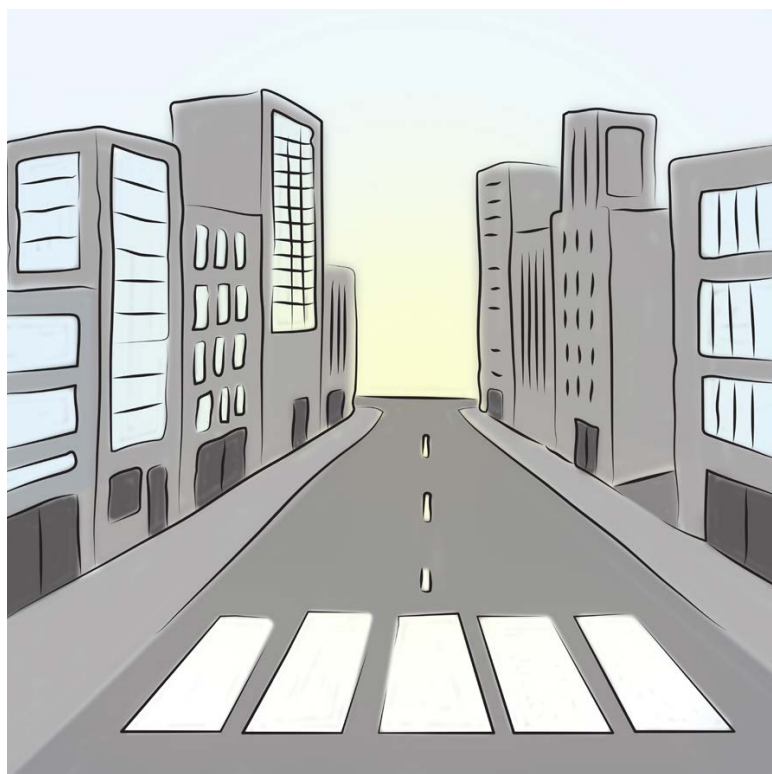
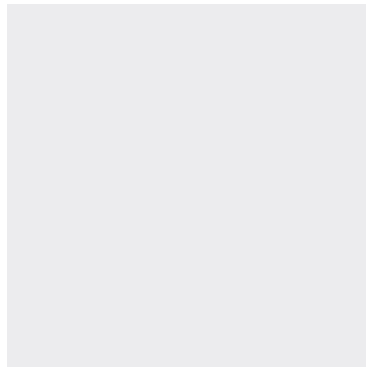


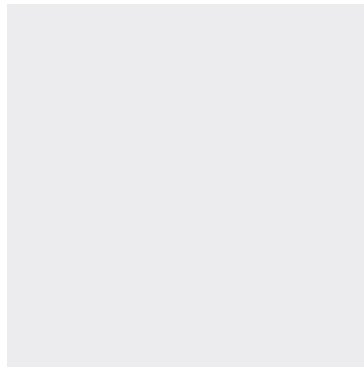


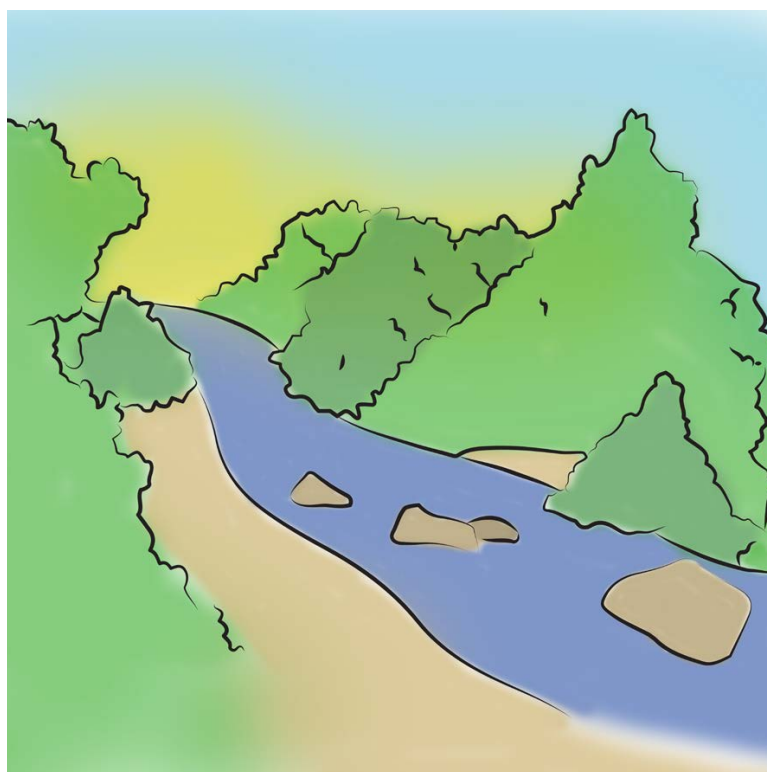
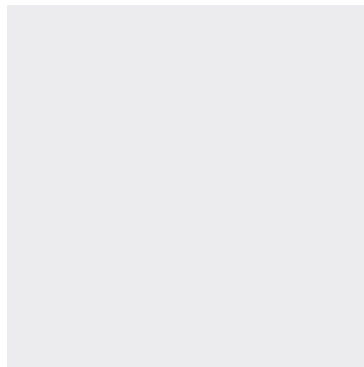


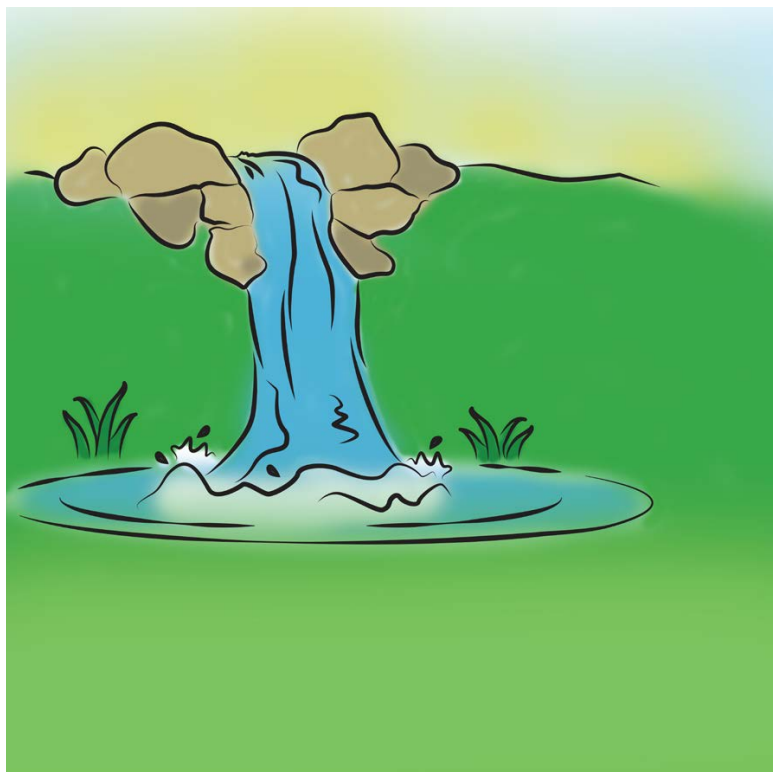
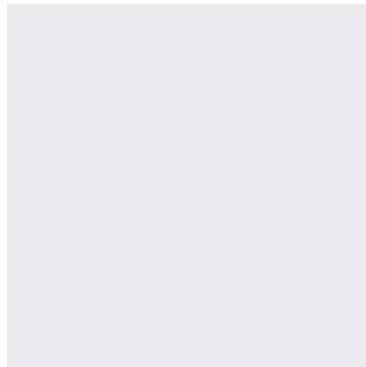
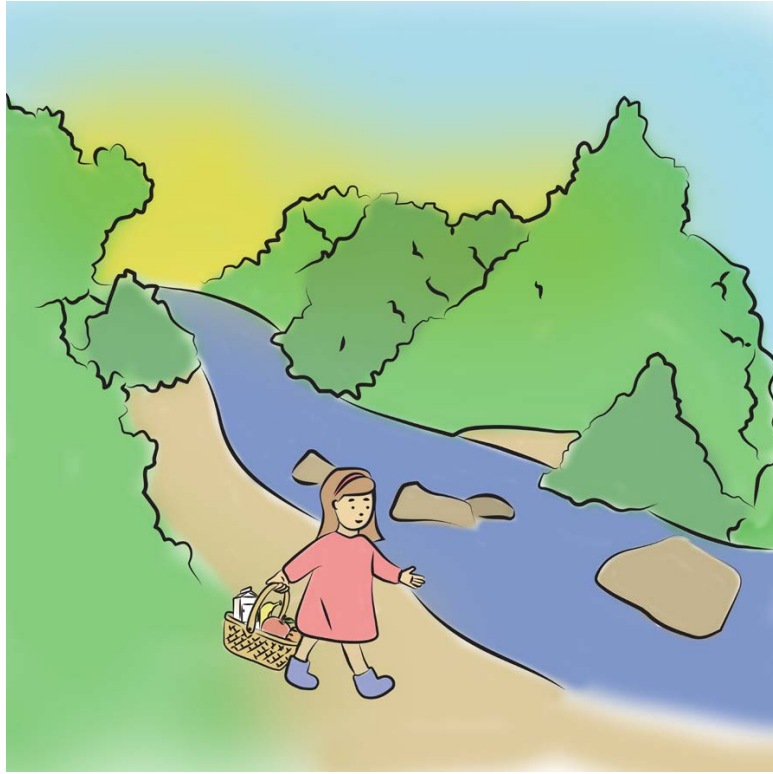


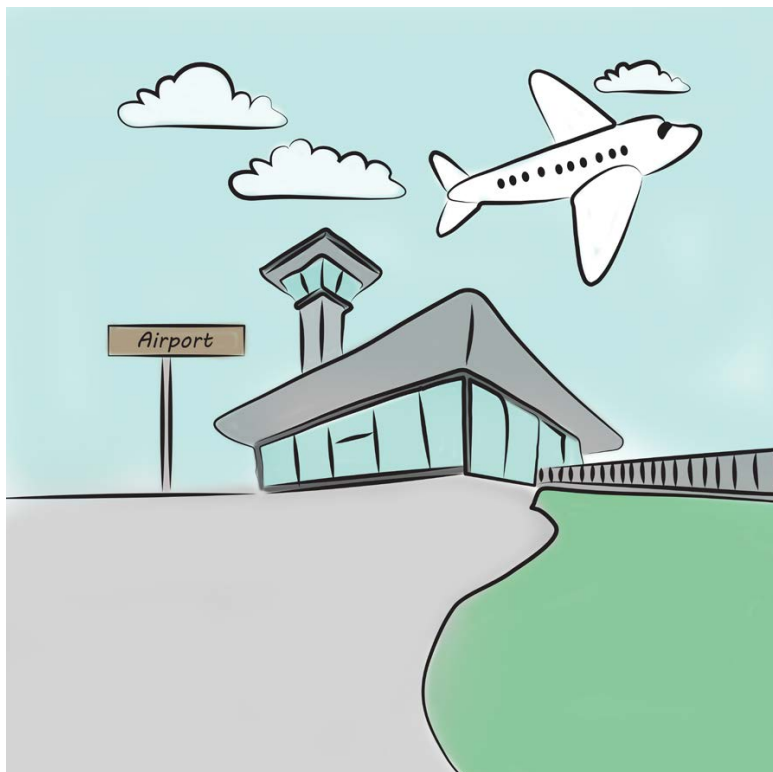
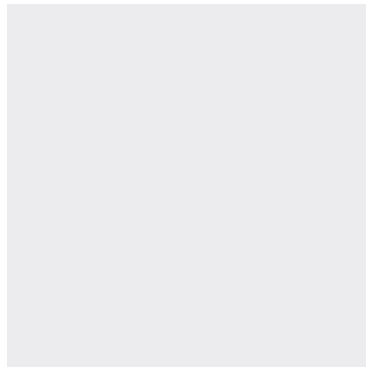


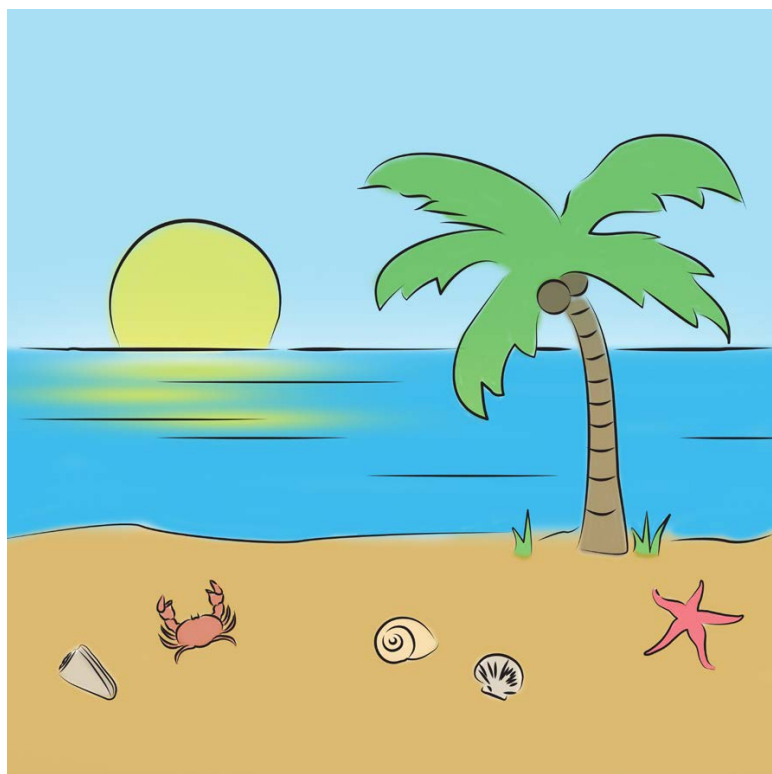
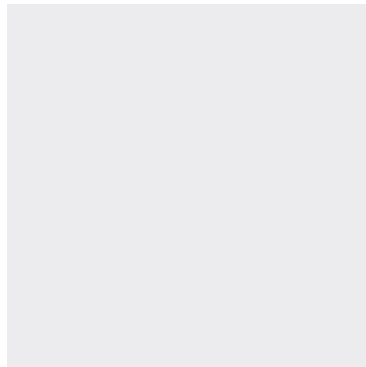














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