

Hear at Home (Extract)

A Home Training Program for Adults with Hearing Loss

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Introduction

Throughout this document 'receiver' refers to you as the CI user and 'talker' as the person supporting you with your listening practice. Read through the following notes prior to starting, so that you are familiar with the materials and the procedures used.

Numbers

Place a sheet of cardboard over the first page of the receiver's handout (page 3) so that only the heading - "Numbers" - is visible. Explain that in this exercise you are going to present numbers for identification.

Move the card down to expose the line "1 - 10," and then say each of the numbers in order (1, 2, 3, etc.) using clear speech. Then present each of the numbers individually in a random order, and ask the receiver to repeat each one as it is said. Present each of the numbers at least twice in a random order.

It's important that the receiver know whether her/his answer is correct, so provide feedback after each item. If the response is incorrect, use a sentence form such as: "No, it was _ not _," so that the receiver can contrast the numbers which were confused.

Then move the sheet of cardboard down to expose the line "I have _," and explain that you are going to present the numbers using this simple carrier phrase - "I have 1," "I have 6," etc. Present each number a few times in a random order, and have the receiver repeat them. Again, provide immediate feedback so that the receiver knows whether her/his answer was correct.

Repeat the procedure using the carrier phrase "I saw _." If the receiver is able to repeat all or most of the numbers correctly, you can then present them using both carrier phrases. The receiver's task now is to identify both the carrier phrase (Did you say "I have," or "I saw?") and the number.

The next line ("1 - 20") expands the set of numbers to be presented. Count through the numbers 1 - 20 slowly and then present them in a random order for identification. The numbers can be presented in isolation (1, 17, 15, etc.), or in the carrier phrases used previously ("I have 6," "I saw 19"). Again, make sure that the receiver knows whether her/his answer was correct each time.

The next line ("What number comes before _?") uses a question form. Uncover the line, and then present the numbers 1 - 20 using this carrier phrase. The receiver's task is to respond to the question, not repeat the number. That is, if the question is "What number comes before 19?" her/his response should be 18.

This procedure is repeated with the next line ("What number comes after _?"). If the receiver is able to complete these tasks easily, it is a good idea to use mix the two questions ("What number comes before" "What number comes after") so that s/he has to differentiate between "before" and "after," and identify the correct number.

In the final two exercises the receiver's task is to repeat two or three numbers presented in a row. For example, you might ask the receiver to repeat "1 5," or "6 3 9". The receiver has to repeat the numbers in the correct order. Use the numbers 1 - 10 for this exercise, and remember to provide feedback after each presentation. It might help to jot down the numbers on a sheet of paper before you say them. This way you have a record of the sequence which you can show the receiver if s/he makes an incorrect response. If the receiver is able to cope with a string of three numbers easily, you might want to expand the set to include 4 or even 5 numbers at one time. If you do decide to move up to longer number strings, make sure that you write down each string before you present it so that you can check both identification of the numbers and their correct order.

Numbers

1 – 10

I have (1 – 10)

I saw (1 – 10)

1 – 20

What number comes before ? (1 – 20)

What number comes after ? (1 – 20)

Two numbers in a row (1 – 10)

Three numbers in a row (1 – 10)

Sentence Building

Cover the receiver's page and explain that you are going to start with a short sentence and gradually make it longer and longer. One way of introducing the technique is to provide a simple example such as;

"It's cold." "It's very cold." "It's very cold today." "It's a very cold day today."

Once the receiver understands the procedure, present the first item – "I saw him." If the receiver is unsure of what you said, repeat "I saw him" once more, and then move the cardboard so that s/he can read the line. Repeat the procedure with each of the remaining three lines. Don't present any item more than twice before you show the receiver the written sentence. One thing we are trying to do with these exercises is to improve the receiver's confidence, and repetitions of a difficult item can lead to unnecessary frustration.

Once you have presented all four lines, you can mix up the order of presentation, and have the receiver repeat what was said each time. This will probably be a fairly simple task as the receiver is aware of the alternatives and can focus on key-words and sentence duration to determine which item has been presented.

Once you've finished working with the first set of sentences, move on to the next group, which begins with "I have an appointment," and concludes with "I have a doctor's appointment tomorrow morning at 10 o'clock." Once all of these sentences have been introduced, you can mix up the order of presentation, and have the receiver repeat the sentence. If the receiver is able to complete this task you could then expand the task to include all of the sentences on the page.

Don't spend too much time on these sentences, however, as there are two more sets on the following page.

Sentence Building

I saw him.

I saw him yesterday.

I saw him yesterday afternoon.

I saw him yesterday afternoon at 4 o'clock.

I have an appointment.

I have an appointment tomorrow.

I have an appointment tomorrow morning.

I have an appointment tomorrow morning at 10 o'clock.

I have a doctor's appointment tomorrow morning at 10 o'clock.

We went for a walk.

We went for a walk in the park.

We went for a walk in the park yesterday.

We went for a walk in the park yesterday afternoon.

We went for a long walk in the park yesterday afternoon.

I'm hot!

I'm hot. Let's go to the beach.

I'm hot. Let's go to the beach for a swim.

I'm hot. Let's go to the beach for a swim after we finish work.

Topic Centered Sentences

Show the receiver the page heading and explain that you are going to read a series of sentences with a common theme – "Time." You can give some examples such as: "It's time to go home," "I'll see you at 4 o'clock," etc.

Present the first sentence - "What's the time please?" – and ask the receiver if s/he can repeat what was said. If s/he repeats the sentence correctly, move the cardboard to expose the sentence, and say the next sentence.

If s/he is unable to repeat any of the sentences, have him/her listen as you say it once again, and then move the cardboard to expose the written form. Repeat this procedure with the remaining sentences. Once all 10 sentences have been presented for identification, you can re-present them in a random order and have the receiver repeat them.

Topic Centered Sentences – TIME

What's the time please?

I'll see you later this afternoon.

I have an appointment at four o'clock.

Why are you so late?

I'll try to be there on time.

What time is your appointment?

I'll see you next week.

She wants to know what time you'll leave.

It's 4:30.

We'll try to go there next month.