

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.

Days of the Week

The days of the week should be introduced using the same technique adopted with the numbers in the Part 1 handout. Present the days of the week in order. Repeat this step if necessary, and then present the days in a random order, asking the receiver to tell you which one was said each time. Tell the receiver if their response was incorrect, and if there was a mistake use a sentence pattern such as:

"No, I said __, not __."

Once the receiver is able to correctly identify the days, they can be presented using the carrier phrase; "I'll see you on __."

The Days of the Week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

I'll see you on

When's your appointment?

This set of sentences is designed to give the receiver practice with days and times. Show them the heading and explain that you are going to tell them the day and time of your appointment. You can give examples – “My appointment's on Thursday at 1 o'clock.” “My appointment's on Sunday afternoon at 3:30.” – with lipreading cues available to ensure that the receiver understands the form the sentences will take, prior to introducing each item in turn.

Print the following page twice so that both talker and receiver have a copy. Present each sentence once, and ask the receiver to repeat what you just said. If the response is correct, uncover the sentence and move on to the next item. If the response is incorrect, repeat the sentence and then show the receiver the printed form. Repeat this procedure for all of the items in the list.

Once all of the sentences have been presented you can present them in a different order, and ask the receiver to tell you which one was said each time. You could also attempt a simple sentence building technique at this point. Select one of the sentences – e.g. “My appointment's on Monday at 4 o'clock.” – and explain that you are going to add a few words to make it a little longer. For example, you might say, “My doctor's appointment on Monday afternoon at 4 o'clock.” If the receiver is able to repeat what you have said you can alter the sentence in other ways such as; “My next appointment at the doctors is on Monday afternoon at around 4 o'clock.”

Vary the type of appointment – dentist, hairdresser, etc., - and specify the time more precisely – morning, afternoon, evening, night – from sentence to sentence.

When's your appointment?

My appointment's on Monday at 4:30.

My appointment's on Wednesday at 7 o'clock.

My appointment's on Friday at 8:45.

My appointment's on Sunday at 1 o'clock.

My appointment's on Thursday morning at twenty after ten.

My appointment's on Tuesday evening at 8 o'clock.

My appointment's on Friday afternoon at 3:30.

My appointment's on Saturday morning at 9 o'clock.

My appointment's on Sunday morning at 11:45.

My appointment's on Wednesday afternoon at around 3 o'clock.

Questions

In this exercise the receiver reads the question and then listens for your answer. Place the sheet of cardboard so that the questions on the left-hand side of the sheet are exposed, but the answers on the right side are covered. Ask the receiver to read the first question aloud ("When are you going to finish work?") and then respond with the answer ("I'll finish work at 3.30 on Friday."). The receiver has to repeat your answer. If they are incorrect, repeat the answer and then show them the written form. If they are correct, repeat the procedure with the next question and answer.

Questions

When are you going to finish work?

When is your next doctor's appointment?

When's the party?

Do you know when their plane arrives?

When would be the best time to see you?

When do you start your vacation?

When is the game?

When did they arrive?

When are you booked to leave?

Answers

I'll finish work at 3:30 on Friday.

My next appointment is at 9 o'clock on Wednesday morning.

The party's on Saturday evening at 8 o'clock.

Their plane arrives on Sunday evening at 9:20.

The best time for me would be tomorrow morning at 10:30 or 11 o'clock.

I'll start my vacation next Friday afternoon at 4 o'clock.

The game's on Sunday evening at 7:30.

They arrived last Tuesday night at around midnight.

We're booked to leave at 3 O'clock on Sunday afternoon.

Sentence Building

Print the following page twice so that both talker and receiver have a copy. 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. If the receiver is unsure of what you said, repeat the sentence once more, and then move the cardboard so that they 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. 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.

Sentence Building

I found the money.

I found the money over there.

I found the money over there behind the house.

I found the money you were looking for over there behind the
house.

The children were playing.

The small children were playing.

The small children were playing in the park.

The small children were playing in the park yesterday
afternoon.

Turn off the light.

Did you turn off the light?

Did you remember to turn off the light?

Did you remember to turn off the light before you left home?

The girl fell over.

The little girl fell over.

The little girl fell over in the street.

The little girl fell over in the street and started to cry.