

Rehabilitation

MED<sup>9</sup>EL



All in a Day

hearLIFE

Written by Julie Kosaner

# Dear Parents and Caregivers,

The best help you can give your child after implantation is to provide him or her with a fully functioning audio processor (AP) and ensure that your child wears it at all waking hours. Try to set up a routine for checking the audio processor, storing it in a dry box at night, putting it on as soon as your child wakes up, and checking that she or he can hear with it.

Think about sounds around you. Draw your child's attention to routine sounds, such as the doorbell and the telephone, as well as new and different sounds. Encourage your child to listen. Remember, your child will need to listen to a sound many times to be able to recognize it. Keep in mind that the most important sound of all is your voice. Speak naturally in phrases, using a clear, sing-song voice. This will help your child to recognize and attach meaning to whole phrases such as "Are you hungry?" Children need to experience connected speech to be able to learn the rules of language.

Playing games involving listening will speed up your child's recognition of sound. Singing songs and saying rhymes together will help your child to first listen and then later, to talk. Children enjoy doing the same rhymes and songs with actions over and over again. You can make up songs and rhymes, personalizing them and matching them to what you are doing. This makes them more interesting and easier for your child to understand.

Involving your child in routine activities of the home will allow your child to hear the same things said over and over again in familiar situations, such as while setting the table, filling the washing machine, hanging clothes, and putting away groceries. Hearing words and phrases repeatedly in context is how children learn to understand what words mean.

One of the best ways to ensure your child experiences repetitive language is to chat with him or her in an understandable way while you do routine things such as eating together and getting dressed.

Taking time to play with your child will speed up his or her development in a variety of ways. Importantly, your child will learn to focus his or her attention, look at you, copy actions, expressions, and sounds, and learn to take turns.

Making things together using items such as old boxes, coloured paper, crayons, scissors, and glue will interest your child, aid dexterity, and allow you to discuss things you've talked about before. For example, after sharing a story involving a dog who got a new kennel, you can make a cardboard dog and a kennel from a small carton.

Taking your child out on trips to the park, a farm, a train station, shops, or play groups will widen your child's experience of the world, keep him or her active and interested, and give you things to talk about together.

Sharing picture books helps you and your child to focus on the same thing, making words you say meaningful. Children enjoy looking at the same books over and over again. This promotes learning through repetition. As well as looking at bought books, which will widen your child's experience of the world, you can make personalized books for your child.

Having structure to your day and doing things habitually helps your child to know and anticipate what will happen next. This cues your child in, helps her to understand better what you say, makes her feel secure and relaxed, and is likely to encourage good behaviour.

This story book is for you to share over and over again with your child. You do not need to look at all the pages, or look at them in order. As your child begins to understand more and becomes more familiar with the events in the book she will be able to pay attention longer and contribute more. The most important thing is that you enjoy sharing the book. This book is intended to encourage parents to interact with their child with an implant and take care of the equipment they use in a way that will promote spoken language, learning, and growth.

## Acknowledgements

I would like to sincerely thank: Eymen, Zeynep, Senem and Murat Aktaş; Furkan, Ceylin and Zehra Bozkurt and Baby H. Berin Kırmızıoğlu for posing for the scenes in this book and giving permission for their photographs to be used. I would also like to say a big thank you to Özgür Vural for creating the book's initial layout.

## Index

Message to parents and caregivers .....	1
Good morning! .....	3
Let's listen and learn .....	4
Getting dressed .....	5
Playing with fingers .....	6
Eggs for breakfast! .....	7
What is each spread made of? .....	8
Let's make Egg Heads .....	9
Let's boil eggs .....	10
Playtime .....	11
Shapes .....	12
A trip to the park .....	13
Lili's little accident .....	14
Lunchtime .....	15
Make yourself a meal .....	16
Little helpers .....	17
Choosing clothes .....	18
Music time .....	19
Let's do "Wind the Bobbin Up" .....	20
Story time .....	21
A trip to the farm .....	22
Bedtime .....	23
Let's remember .....	24



Good morning!

Good morning  
Erol.

Come on,  
let's put your audio  
processor on

While I'm asleep, Daddy checks my audio processor. He makes sure it is working properly. After this he puts it to bed in a very special box that keeps it dry. As soon as I wake up, Mummy wakes up my audio processor and helps me put it on. I want to hear when my family says "Good morning". Mummy and I play a quick game; she makes soft sounds like "Mmmm", "Eeee", "Shhh", "Ssss", "Aaaa", "Uuuu", and when I hear a sound I put a shape into a container. I try to say the sounds Mummy says. I have to listen carefully.

Make sure the light on the test box lights up as you speak and dims when there is little sound. To check the cable, gently manipulate it as you make a constant sound. The light should be on constantly. A broken cable will lead to your child hearing intermittently or not at all.



Remember to use a soft voice so your child learns to listen to soft sounds. Sometimes you can say a sound as soon as your child starts to listen, other times you can make him wait a few seconds. You can change roles; let your child say the sounds and you post the toy. Let siblings have a "go" too!



Let's listen and learn.



Help your child to listen and learn the sounds that things make. A child has to listen to a sound many, many times to be able to recognise it. Listening from quiet and paying attention will help your child to learn sounds. You can try to make a similar sound to the one you hear, like "tick-tock" for a clock. Encourage your child to try and say the sound too.



## Getting dressed.



It's fun getting dressed. I like it when Mummy tickles me. Sometimes we count fingers and toes, and sometimes we play "peek-a-boo". Mummy lets me choose what to wear. Today, it's a bit cold so I'm going to wear long trousers. Can you see them on the bed? What colour is my T-shirt? My sweatshirt is stripey, like a bee! What's my sister doing? She's dressing a doll. The doll is wearing a hat and jacket. She must be going to go out. I wonder where to?



Children learn to talk through living and interacting with their caregivers. Your child will learn words about body parts, clothes, colour, size, etc. as you dress him or her. The more activities and conversations you share, the greater the opportunity your child will have to learn to talk. Similar words and phrases can be used as you put clothes away or dress dolls together.

## Playing with fingers



Sister finger,  
Sister finger,  
where are you ...

Sing again for;  
Mummy finger,  
Sister finger,  
Brother finger  
and Baby finger

Daddy finger,  
Daddy finger,  
Where are you?  
Here I am,  
here I am.  
How do you do?

While having fun doing finger rhymes, your child can learn to pay attention, listen, look at faces, learn what words mean, and practice talking!



Baby finger  
where are you?

Baby finger  
where are you?

Baby finger  
where are you?

Baby finger  
where are you?

Here I am.  
How do you do?

Who is in this family? There's Daddy, Mummy, Sister, Brother, and Baby. Can you match each person to their finger puppet? How many people are in the family? Who is the youngest? Whose hair is a different colour? Who is in the middle?





## Eggs for breakfast!



Now it's time for breakfast. We are all feeling hungry. Mummy and I like eggs best. Mummy helps me tap my egg with a spoon to break the shell. I listen to the sound and say, "tap, tap, tap". I peel my egg and then eat it all up! Aylin likes peanut butter and bread. She can spread her bread herself! What else can you see on the table? What do you like to drink? Do you prefer milk or tea?



Leyla enjoys strawberry jam



Aylin doesn't like  
olive spread



Aylin's Dad  
is keen on honey



Talk to your child about their likes and dislikes. Help them to realize that even though they like something, someone else may not. As your child matures he will realize that other people may have different opinions.



What is each spread made of?



Find out what these "spreads" are made from.

## Let's make Egg Heads



Erol's friends, Tan and Leyla, are busy making Egg-Head Men. Mum is helping. Tan likes to squeeze glue out and paste things together. Leyla is busy making a yellow base for a new Egg-Head.



To reinforce your child's learning, it is useful to use similar words and phrases over and over again during different activities. Changing the activity helps to keep your child interested and attentive. You can boil eggs, make Egg-Head Men, and have a story about eggs. Try to make a habit of telling others what you did, this also allows your child to experience repetitive speech.



## Let's boil eggs



Tan and Leyla want eggs for breakfast. Mummy asks Tan to get three eggs out of the fridge. They feel cold. Tan and Leyla take turns to put the eggs in the pan. They are careful not to break the eggs. Tan and Mummy watch the eggs boiling. Tan is careful not to touch the pan because it is very hot. Once the eggs are boiled, Mummy puts an egg in an egg cup for Tan. He peels his egg and eats it!

1st.

2nd.

3rd.

4th.

What happens first?

What happens next?

Then what happens?

What happens last?

Talk about what is happening in each picture. Talk about the order of events. Tell your child the story. Encourage your child to tell the story back to you. Remembering and re-telling stories helps to develop your child's auditory memory.

## Playtime



I like to play with Mummy, Daddy, and Aylin. We take turns putting blocks one on top of the other. You have to be very careful. Sometimes the blocks fall down before you can finish the tower. The most fun part is knocking the tower down with a ball. Sometimes my dog, Suzi, runs away with the ball and we all laugh and shout, "Hey! Bring the ball back!"



Encourage your child to take turns whenever the opportunity arises. To converse effectively, he or she needs to take turns to listen and speak.





Tan and his mum are playing with shapes. Tan is playing with a round, yellow shape. It's called a cylinder. Mum shows him a drum. It's round like a cylinder. Can you find some round things in your house? Tan is going to play with a prism later. A prism looks like a triangle. Can you see something shiny on the carpet that looks like a triangle?



What shapes are these objects; round, triangular or square?  
Which shape are they like?

You can expose your child to words and concepts he or she will need in school and during daily living. After vegetable shopping, you can put all of the vegetables together and then sort them into sets. As your child handles the vegetables you can talk about shape and texture, such as "this eggplant is long and thin. Look! It's so smooth and shiny." You can compare this with a tomato. "This tomato is smooth and shiny too, but it is round like a ball."

## A trip to the park



Mummy asks, "Shall we go to the park?" I shout, "Yeah, can Tan and Leyla come, too?" First we all sit on the swinging rope. It's like sitting on a horse! We go forward and backwards. Next, Dad helps me to push Tan, Leyla, and Aylin on the roundabout. It goes round and round very fast. Everyone holds on tight. Tan and I go on the seesaw. It's fun going up and down, but I don't like to be left up in the air! I cry, "Let me down!"



Even when you are outside, try to talk with your child. Use of a wireless audio input system will help to keep your voice above the level of background noise. In a noisy play situation, a child with an implant may not catch what other children say, but parents can help by explaining what was said. Encourage your child to take turns like the other children. Treat your child as normally as possible and avoid pampering. Remember, your child should wear head protection if there is danger of head trauma.



## Lili's little accident



The mums are enjoying a chat. The children are having fun sliding, swinging, and playing ball. They feel so happy! Lili is at the top of the slide and she shouts, "Larry, look at me! I'm sliding." Larry is a little bit anxious and he says, "Lili, be careful. Don't fall."



Oh, no! Lili is falling. She might bump her head. When Larry shouts, Mummy quickly runs over to Lili.



Lili is crying and she feels a bit shocked. She didn't bump her head, but her leg is sore and bleeding. Mummy gives her a cuddle and says, "Don't worry, Lili darling. You'll be alright. I'm going to clean your leg up and put a plaster on."



Lili has stopped crying. She's feeling better now. Mummy says, "Slide again, Lili. You can do it!" Lili climbs the steps and bravely slides down with a "whoosh". Can you see Lili's plaster? Do you need a plaster sometimes? Would you cry if you fell off a slide? Would you be brave like Lili and have another slide?

Talk about feelings. When your child is happy, you might say, for example, "You're feeling happy. I think you're happy because your friend came to visit." Encourage your child to think about how other people may be feeling. If your child snatches away another child's toy, causing him to cry, you might say, "Your friend is crying because he feels angry that you took his toy without asking."



## Lunchtime

Aylin and I set the table. We all get a plate, a bowl, and a cup. We set down forks, knives, and spoons, too. We are all hungry after playing in the park. We're going to have meatballs, spaghetti, and peas. Meatballs are my favourite. What is your favourite food?



Oh, no! I drop one of my meatballs on the floor. Suzi immediately comes and gobbles it up. Aylin eats her lunch quickly. She wants to have a banana. Oh, dear! There's only one. Aylin is a kind girl. She says, "I'll slice the banana in two and give Erol half."

If we cut a piece of fruit in half, how many pieces do we get?



Children are eager to help. Allow your child to do jobs. As he or she does them there will be lots to talk about. If your child helps with the same jobs regularly then he or she will experience the same language repeatedly and this will promote language learning.



## Make yourself a meal



Choose one food  
from each set to  
make yourself a meal.



This is my lunch.



What are you going to  
have for your lunch?



1



2



3



4



5

Offering your child choices gives you a lot more to talk about. Remember to talk about why your child chooses one thing over another. It's also useful to talk about the consequences of certain choices.



## Little helpers



After lunch, it's time to do the laundry. Aylin and I are good helpers. It's fun sorting the dirty clothes into 2 piles: whites and colours. I know which clothes belong to Daddy because they're big. My clothes are much smaller. I like bundling the dirty clothes into the machine, but my favourite thing is putting the detergent in. Today it's Aylin's turn to put the detergent in, but I'm going to press the start button. I like to watch the tub spin round and round and listen to the noise the machine makes. Do you help your Mummy do the washing?



Children learn concepts such as big, bigger, biggest; too little, enough, too much; through experiencing these words used in a meaningful context—repeatedly. Because laundry happens a few times each week, if you involve your child each time and use opportunities that arise to use such words, your child will come to learn these concepts.





Who is sitting on the sofa? Who is the smallest? Who is the biggest? Who is in between? These children only have their underclothes on! Can you find them something to wear?



Look at the clothes and decide whom each item belongs to. I can see some boys' clothes for Erol and a lot of pink things for the baby girl. I can see only one dress for Aylin. What else does Aylin need?



Are you a boy or a girl? Choose an outfit for yourself, and then choose one for your friend.

To add interest and encourage recollection of object names, you can play a short game while dressing or putting clothes away. Put a few clothes to one side. Talk about what they are, who they belong to, their colour, etc. Have your child close his or her eyes. Remove one item. See if your child can tell you which item is missing. Remember to change roles!





## Music time




Aylin and I play with our noisemakers while Mummy does the dusting. Aylin likes to bang the drum and pretend she's in a band. When I blow my melodica, Mummy and Aylin shout, "Ugh! What a noise!" When Mummy and Daddy have time, we play stop-and-start to music. I enjoy moving around to the music so much that sometimes I forget to stop when the music finishes. Mummy makes us sit down and listen carefully so that we hear when the music starts again. As well as playing listening games, I like to sing songs and do actions. One of my favourite songs is "Wind the Bobbin Up". Do you know this song?



You can speed up your child's ability to listen and understand the meaning of sounds by playing games that involve listening. Make sure you consistently draw your child's attention to sound and provide him or her with many interesting sounds to listen to. Nearly all musical activities involve listening and are fun for young children to do.



## Let's do "Wind the Bobbin Up"

Adding actions to songs and rhymes makes them more interesting and fun for the child. Actions help to explain what the words mean. Doing actions helps children improve their ability to imitate others, move, and balance. 



Wind the bobbin up,  
Wind the bobbin up,



Pull, Pull, Clap, Clap, Clap,



Point to the ceiling



Point to the floor



Point to the window



Point to the door



1 2 3  
Clap your hands together



Put your hands down  
on your knees.

## Story time



It's nearly time for bed. I like to sit all cosy with my milk and look at books. I listen to the words and point at the pictures. Mummy sometimes takes photos of us when we do special things like going to the zoo. We stick these photos into a scrapbook and Mummy writes some words. These are books all about us. I love to look at them. This evening the book is about a different family who visited a farm. Would you like to look at this book, too?

Erol is taking a photo for his scrapbook.



Children are very interested in looking at homemade books about themselves. They can identify with the events in the pictures because they have experienced them. Conversing over the pictures allows language that was used earlier to be repeated. Looking at books about events not "lived" by the child widens their experience of the world and allows parents to provide a rich language input. Stories help children to develop sequential thinking and their imagination. Early sharing of books can motivate a desire to read, which is very useful for learning later on.





Lili and Ava often play with farm toys at home



Today the family are going to visit a real farm



First of all Ava brushes the guinea pig and feeds him carrots. Lili just watches.

What else do you think Ava and Lili will do at the farm?

### What sounds can we hear at the farm?



Dogs barking and growling



Sheep bleating



Horses neighing and whinnying



Before showing or telling your child what happens next in a story, encourage him or her to think for himself or herself about what might happen next. Similarly, together with your child, you may think up story endings that are different from the actual ones.



## Bedtime



Now it's bedtime for me. Aylin can stay up a little longer because she's older. I've had a very busy day. I remember going to the park and playing stop-and-start to music. Can you remember some of the other things I did? It's Daddy's turn to do bedtime. He sings me to sleep. He gives me a kiss and says, "Good-night! Sweet dreams." He takes my audio processor off, checks it, and then puts it to sleep in its own very special box.

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.



Establishing a routine by relaxing and wrapping up the day will help your child be more accepting of bedtime. Try to do things like toileting, bathing, brushing teeth, and putting on pyjamas in the same order and at the same time each day. Singing your child to sleep or listening to lullabies together will be soothing and calming and provide more exposure to language and music. Make a habit of keeping the audio processor on your child until after he or she has fallen asleep so that your child has access to sound until the last moment before drifting off to sleep.



Let's remember

First of all I wore my



Then I put on my



and



I ate a boiled



for breakfast.

I built a tall tower with



I knocked it down with a



I dropped a



on the floor.



gobbled it up!

I helped Mummy do the



I banged the



and blew my



I shared a



with Mummy, Daddy and Aylin.

Daddy sang



and I went to sleep.

## Notes





MED-EL GmbH Niederlassung Wien  
office@at.medel.com

MED-EL Deutschland GmbH  
office@medel.de

MED-EL Deutschland GmbH  
Büro Berlin  
office-berlin@medel.de

MED-EL Deutschland GmbH  
Office Helsinki  
office@fi.medel.com

MED-EL Unità Locale Italiana  
ufficio.italia@medel.com

VIBRANT MED-EL  
Hearing Technology France  
office@fr.medel.com

MED-EL BE  
office@be.medel.com

MED-EL GmbH Sucursal España  
office@es.medel.com

MED-EL GmbH Sucursal em Portugal  
office@pt.medel.com  
MED-EL UK Ltd

MED-EL UK Head Office  
office@medel.co.uk

MED-EL UK London Office  
office@medel.co.uk

MED-EL Corporation, USA  
implants@medelus.com

MED-EL Latino America S.R.L.  
medel@ar.medel.com

MED-EL Colombia S.A.S.  
Office-Colombia@medel.com

MED-EL Mexico  
Office-Mexico@medel.com

MED-EL Middle East FZE  
office@ae.medel.com

MED-EL India Private Ltd  
implants@medel.in

MED-EL Hong Kong  
Asia Pacific Headquarters  
office@hk.medel.com

MED-EL Philippines HQ  
office@ph.medel.com

MED-EL China Office  
office@medel.net.cn

MED-EL Thailand  
office@th.medel.com

MED-EL Malaysia  
office@my.medel.com

MED-EL Singapore  
office@sg.medel.com

MED-EL Indonesia  
office@id.medel.com

MED-EL Korea  
office@kr.medel.com

MED-EL Vietnam  
office@vn.medel.com

MED-EL Japan Co., Ltd  
info@medel.co.jp

MED-EL Liaison Office Australasia  
office@au.medel.com

MED-EL Medical Electronics  
Fürstenweg 77a | 6020 Innsbruck, Austria | office@medel.com

medel.com

