

Adult Rehabilitation Kits

INTRODUCTORY ACTIVITIES



hearLIFE

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Instructions, Resources

We would like these rehabilitation kits to help as many people as possible, so the Adult Rehabilitation Kits 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.

Tips

- The Introductory Rehabilitation Kit is designed for a new listener in the days immediately following activation of the cochlear implant system. It can also be used with any listeners to develop confidence in using their technology.
- Establish a means of communication with the recipient that allows them to have complete access to everything that is said. In the early times post-implant, the recipient may continue to need significant support to understand what you say when you speak. For example, you can write each spoken message on paper or an electronic device (i.e., iPad, tablet) at the same time as you speak. There are some programmes and apps available which transcribe speech live.
- Background noise needs to be kept to a minimum for new recipients.
- The primary aim of the very early rehabilitation sessions is to build the recipient's confidence. Activities listed are based around exploration and early detection of sound.
- If these activities prove easy for the recipient, they are still valuable. They help focus the recipient's attention on their new hearing and build listening attention.
- After completing these activities, please move on to the other theme-based Adult Rehabilitation Kits.

Session plan

	DIFFERENT EXPERIENCES	<ul style="list-style-type: none"> • Learns about the range of early post-activation experiences of cochlear implant recipients
	WEAR IT OUT	<ul style="list-style-type: none"> • Wears device consistently
	CAN YOU HEAR IT?	<ul style="list-style-type: none"> • Detects sound • Detects quiet sounds
	COUNT ME IN	<ul style="list-style-type: none"> • Detects sound • Counts number of sounds heard
	WALK AND LISTEN	<ul style="list-style-type: none"> • Detects sounds in the environment
	WORDS, WORDS, WORDS	<ul style="list-style-type: none"> • Follows a spoken passage, listening and looking at the written words simultaneously

The resources may be used and shared electronically or printed for use.

1. Different Experiences



EXPECTED OUTCOMES

- Learns about the range of early post-activation experiences of cochlear implant recipients

Differing reactions and capabilities after activation are discussed in this activity. Encourage the recipient to share their experiences. It is helpful for recipients to have a chance to discuss how they feel and how their hearing journey is progressing so far. Open-ended questions, such as "How are you finding it?" or "Tell me about your hearing" will encourage the recipient to share more with you. Ensure that whatever information is shared by the recipient is listened to and valued.

People report very different experiences after their processor(s) have been switched on. Some say they hear *beeps*, or *buzzes*, or *clicks*. Some can hear speech but say it is not clear. Others say they feel a sensation rather than hear a sound. Hearing clearly and understanding sounds takes time. The amount of time needed is different for everyone - why? It is linked to some factors including: wearing the processor all day, actively practicing listening, and duration of a person being deaf.

Sometimes people find the sounds *sh* and *s* very different from what they heard before. In Activity 4: Words, Words, Words, is a short story with many of these sounds which have been highlighted so you can focus on them This can be used to increase your familiarity with these sounds.

2. Wear It Out



EXPECTED OUTCOMES

- Wears device consistently

This is a discussion which demonstrates to recipients the importance of wearing their device all waking hours.

When your cochlear implant system is switched on, your brain begins receiving many new and different sounds. It takes some time for the brain to learn to hear and understand these sounds.

One of the most important things you can do to speed up this process is to wear your processor all waking hours. In this way, your brain has consistent input and can make and keep the new connections it needs to process the new sounds.

If you are experiencing situations in which sound is too loud or too overwhelming, talk to your hearing professional. Your processor has many settings for use in different situations. Your audiologist can help set it up in a way which works best for your individual needs.



3. Can You Hear It?



EXPECTED OUTCOMES

- Detects sounds
- Detects quiet sounds

A range of different sounds can be tried (e.g., drum, phone ring tones, plastic shaker, tambourine). Begin with a broadband noise such as a tambourine.

1. Show the recipient the object you will be using to make a sound.
2. Play the sound while the recipient watches and listens. Start at a quiet level and build loudness as necessary.
3. Ensure that there is some silence around the sound. Pause a little before making the sound and allow a short quiet time afterwards.
4. Make the sound where the recipient cannot see it (e.g., behind their back). Instruct the recipient to raise their hand or tell you if they hear the sound.
5. If the recipient shows that they can detect the sound, try the same sound at a quieter level.
6. Encourage the recipient to give you feedback on the sound quality and their feeling about it.
7. Give positive feedback for responses so the recipient knows they heard the sound correctly.

Sound Played	Date Heard	Loudness Level (e.g., quiet, loud)	Recipient Feedback
<i>e.g., tambourine</i>	<i>e.g., 11 February 2021</i>	<i>e.g., middle</i>	<i>e.g., This sounded very noisy at first but after two more tries I liked it.</i>

4. Count Me In



EXPECTED OUTCOMES

- Detects sounds
- Counts number of sounds heard

A range of different sounds can be tried (e.g., drum, phone ring tones, plastic shaker, tambourine). Begin with a broadband noise such as a tambourine.

1. Show the recipient the object you will be using to make a sound.
2. Play the sound while the recipient watches and listens. Start at a quiet level and build loudness as necessary.
3. Ensure that there is some silence around the sound. Pause a little before making the sound and allow a short quiet time afterwards.
4. Make the sound where the recipient cannot see it (e.g., behind their back). Instruct the recipient to raise their hand or tell you if they hear the sound.
5. Instruct the recipient that they will now hear multiple beats of the sound, and they should count them.
6. Begin with one, two, or three beats. Ensure the beats are not presented too quickly.
7. If the recipient is doing well, try making patterns of sound for the recipient to count (e.g., clap a pattern and have the recipient copy it).



5. Walk and Listen



EXPECTED OUTCOMES

- Detects sounds in the environment

Together with the recipient, go for a walk in the environment.

1. Pause each time there is an opportunity to focus on an environmental sound.
2. Point to and describe the sound.
3. If possible, listen to the sound multiple times.
4. Encourage the recipient to give you feedback on the sound quality and their feeling about it.
5. Listen for different types of sounds including **rhythmic sounds** (e.g., a clock ticking), **high pitched sounds** (e.g., microwave beeping, birds chirping), **very soft sounds** (e.g., spray bottle), **distant sounds** (e.g., an airplane overhead), and **louder sounds** (e.g., toilet flushing). Also include **recorded sound** and **sounds available on electronic devices**.
6. Remember to give positive feedback for responses so the recipient knows they heard the sound correctly.

Sound Discussed	Date Heard	Loudness Level (e.g., quiet, loud)	Recipient Feedback
<i>e.g., tap running</i>	<i>e.g., not yet (switch on day!)</i>	<i>e.g., quiet</i>	<i>e.g., Can't hear it.</i>
<i>e.g., traffic on the street</i>	<i>e.g., 23 February 2022 (one week after switch on)</i>	<i>e.g., loud at times</i>	<i>e.g., A bit overwhelming, but I am starting to hear the horns within the noise.</i>

6. Words, Words, Words



EXPECTED OUTCOMES

- Follows a spoken passage, listening and looking at the written words simultaneously

Recipient and speaker will read a passage together, beginning with well known numbers, letters, and words (months, days, potato rhyme), progressing to short spoken phrases (movie, 'sh' and 's' story), and then short spoken stories.

1. The speaker and recipient together look at the words, phrases, and stories that will be read.
2. The speaker reads the full passage slowly and with clear, well enunciated speech, slightly slower than usual but keeping intonation patterns.
3. While reading, the speaker points to each word as it is said.
4. The recipient follows along, listening and looking at the written words simultaneously.
5. The passages below have been written with easy vocabulary and grammar so the recipient can concentrate on hearing well-known words. As confidence increases, you can use any passage of text, particularly one on a topic of interest to the recipient.

NUMBERS

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

MONTHS OF THE YEAR

January, February, March, April, May, June, July, August, September, October, November, December

LETTERS

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

COUNTDOWN TO TEN

10 9 8 7 6 5 4 3 2 1 Blast off!!

DAYS OF THE WEEK

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

ONE POTATO!

One potato, two potato, three potato, four;
five potato, six potato, seven potato, more.

MOVIE CATCH PHRASES

I'll be back (from *The Terminator*)

I'm the King of the World (from *Titanic*)

May the force be with you (from *Star Wars*)

We're not in Kansas anymore (from *The Wizard of Oz*)

I'll make him an offer he can't refuse (from *The Godfather*)

Houston, we have a problem (from *Apollo 13*)

Go ahead, make my day (from *Sudden Impact*)

Run, Forrest, run! (from *Forrest Gump*)

You're gonna need a bigger boat (from *Jaws*)

Life is like a box of chocolates (from *Forrest Gump*)

SH AND S STORY

Susan lived in Shanghai. She worked there as a shoemaker.

Her shoes were superb quality, and she soon became very famous.

Each day, several hundred people came to see her at her shop to sample her shoes. Susan, and several other staff members, spent many hours showing her shoes to her customers.

"Her shoes are superb!" said Shona when she saw them. "I especially like the shoes made of snakeskin."

THE TORTOISE AND THE HARE

The Tortoise and the Hare is one of Aesop's fables. Here is the story:

The hare always made fun of the tortoise. "You're so slow! Do you ever get anywhere?"

The tortoise replied "Yes, and I get there sooner than you think. Let's run a race to decide."

The hare thought this was very funny, as he was so much faster than the tortoise. So, he agreed to run the race. The fox was the judge.

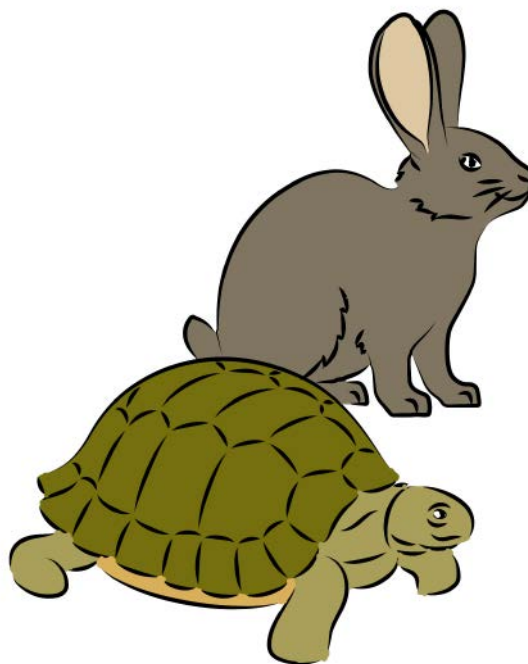
The fox marked the race and started the runners.

The hare was soon a long way in front of the tortoise. He decided to lay down and wait for the tortoise to catch up. But then he fell asleep.

While the hare was sleeping peacefully, the tortoise kept going – slowly but steadily.

When at last the hare woke up, the tortoise was nearly over the finish line. The hare sprinted as fast as he could. But the tortoise crossed the finish line first.

Slow and steady wins the race.



SPIDERS!

My best friend, Catherine, is afraid of spiders. Lots of people are afraid of spiders. But Catherine is absolutely terrified of them. When she sees a spider, she often screams very loud.

One day when she was home by herself, Catherine saw a spider on the floor beside her bed. She screamed so loud that her neighbour called the police.

The police came to the house and knocked on the door. "Open up, police!" Catherine opened the door and was very surprised to see two policemen standing there.

"Your neighbour heard you screaming," they said.

Catherine was very embarrassed and told them they she screamed because of a spider. The policemen laughed and got ready to leave.

"Excuse me," said Catherine. "I wonder if you could help me. Can you come inside and catch the spider?"

The two kind policemen went inside, found a jar, caught the spider, and took it out of the house with them.

A red-faced Catherine was very relieved.



JUPITER AND THE BEE - A ROMAN MYTH

Roman myths try to teach lessons about life. One myth is the story of Jupiter and the Bee.

One day, the queen of the bees became cross because humans were taking her honey. She decided to visit Jupiter. Jupiter was the king of all gods.

The queen bee offered Jupiter some honey. It was very sweet, and he loved the taste. He gave her one wish.

The queen bee told Jupiter that humans were stealing her honey. "Please give me a sting so that if a human takes my honey, I can hurt him."

Jupiter said yes to her wish and gave her a sting to hurt humans. However, Jupiter loved the human race, so he added something to her wish.

He said: "If you use the sting, it will stay in the wound you make, and you will die from the loss of it."

The moral of the story is to be content with what you have. If you wish good for yourself at a cost to others, it will always lead to your downfall.



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