



Cochlear[®]

Hear now. And always

Getting started

Adult Cochlear Implant
home-based auditory
training manual

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Auditory training

Why do we do auditory training?

Your cochlear implant helps you to hear sound. However, this sound is very different from natural hearing. When you have heard limited sound and speech before, or if it has been a long time since you have heard sound and speech, you will need to do some listening practice so you can get the most out of your cochlear implant. When you do listening practice exercises it is called auditory training. Auditory training helps you learn to use the speech you hear with your cochlear implant and improve your communication. Listening practice should start in the weeks following the switch-on of the cochlear implant.

How do we do auditory training?

The auditory training exercises in this manual are for you to complete at home. You will be guided through the manual by your clinician. How much is heard and how quickly listening progresses with a cochlear implant differs between people. Therefore, this manual includes a range of exercises, and they become more difficult as you go through the manual. The exercises start with practice in working out what the sound and speech are from a list of options. Then there are more challenging exercises for practice in repeating the speech you hear and understanding speech.

How do I know which exercises to complete?

There is an Auditory Training Exercise Plan in this manual. At each appointment your clinician will discuss with you which exercises you might like to try and will give you tips on how best to do them. It's a good idea to write your plan down at each appointment, and there is also room for you to write notes about your progress. At your next appointment you can go through your notes with your clinician.

Exercise

How long do I need to continue doing auditory training?

The length of time that you need to do auditory training varies. It depends on how long you have had a hearing loss, if you were able to use a hearing aid in your implanted ear before your cochlear implant, and how much listening practice you get with your cochlear implant in your everyday life. Regular auditory training during the first few months after you get your implant will be helpful. Your clinician will guide you on when to use this manual and which exercises should be done.

Tips for your training partner (speaker)

Your clinician will discuss with you and demonstrate how to use this manual. There are also some tips throughout the manual, and a few extra tips below:

- It is a good idea to practise the listening exercises each day at home at the same time, so it is part of your regular day.
- Initially find a quiet part of the home to do the training.
- Auditory training is mostly done with hearing alone (without lip reading). The best way to do the training is for the listener to look down so they can't see the speaker's face. Avoid covering the speaker's mouth as this changes the sound of the speech.
- The speaker tells the listener which parts of their response was correct. The speaker should give positive feedback. Instead of saying: "no, that was wrong", say: "listen again", "nearly right, listen to the end of the sentence again", or "it sounds a bit like that word but it's a different word".



- If the recipient is having difficulty with the exercise, the speaker may need to change it using the tips provided in the manual. For example, the speaker can speak more slowly, emphasise particular words or let the recipient see the speaker's face. However, the speaker should always end by saying the word or sentence by hearing alone (without lip reading).
- Over time, as the recipient's listening skills improve, the speaker can make the exercises more challenging by:
 - increasing the distance between the recipient and the speaker (for example, by sitting across a table) or sitting on the side without the implant
 - offering less repeats – encourage more attempts to identify the words.

Essential tips for auditory training

Auditory training will be the most beneficial if you:

- concentrate on using listening alone (unless instructed to also use lip reading in the exercise)
- listen with your cochlear implant alone (if you use a hearing aid in the other ear, turn it off during the training time)
- practise in a quiet room at first
- practise when you are feeling fresh and relaxed
- practise regularly – about 30 minutes a day, five days each week
- before you start, check that you are using the sound processor program and settings you hear best with
- use a conversational level voice

Auditory training exercise plan

Auditory training exercise plan		
Exercises to complete		Recipient notes
– completed by clinician and recipient – note module/exercise and/or page number		– completed by recipient
Remember to look at the “Essential Tips” (page 5) before you start each session		
Date: / /	Time since switch-on:	
Date: / /	Time since switch-on:	
Date: / /	Time since switch-on:	

Auditory training exercise plan		
Exercises to complete		Recipient notes
– completed by clinician and recipient – note module/exercise and/or page number		– completed by recipient
Remember to look at the “Essential Tips” (page 5) before you start each session		
Date: / /	Time since switch-on:	
Date: / /	Time since switch-on:	
Date: / /	Time since switch-on:	

Auditory training exercise plan

Exercises to complete

- completed by clinician and recipient
- note module/exercise and/or page number

Recipient notes

- completed by recipient

Remember to look at the “Essential Tips” (page 5) before you start each session

Date: / /	Time since switch-on:	
Date: / /	Time since switch-on:	
Date: / /	Time since switch-on:	



Section A Getting started

Practice working out the sound and
speech from a list of possibilities



Module 1

Environmental sounds checklist

Why?

To help you develop an awareness of the sounds around you in the environment and learn to identify these environmental sounds.

How?

Spend some time each day listening to the sounds around you and see if you can identify the sounds. Complete the following list as you go.

Exercise		
Lower pitched (deeper) sounds		
<input type="checkbox"/> fridge humming	<input type="checkbox"/> kettle boiling	<input type="checkbox"/>
<input type="checkbox"/> man's voice	<input type="checkbox"/> air conditioning	<input type="checkbox"/>
<input type="checkbox"/> car engine from inside the car	<input type="checkbox"/> wind	<input type="checkbox"/>
<input type="checkbox"/> fan	<input type="checkbox"/> a zipper	<input type="checkbox"/>
Higher pitched (squeakier) sounds		
<input type="checkbox"/> birds	<input type="checkbox"/> child's voice	<input type="checkbox"/>
<input type="checkbox"/> car indicators	<input type="checkbox"/> clothes rubbing together	<input type="checkbox"/>
<input type="checkbox"/> cicadas	<input type="checkbox"/> wire coat hangers on a metal rod	<input type="checkbox"/>
<input type="checkbox"/> tapping on computer keyboard	<input type="checkbox"/> microwave or washing machine beeps	<input type="checkbox"/>
<input type="checkbox"/> frying food	<input type="checkbox"/> light switch	<input type="checkbox"/>
<input type="checkbox"/> rubbing hands together		<input type="checkbox"/>
Rhythmic sounds		
<input type="checkbox"/> phone ringing	<input type="checkbox"/> road crossing beeps	<input type="checkbox"/>
<input type="checkbox"/> footsteps	<input type="checkbox"/> knocking at the door	<input type="checkbox"/>
<input type="checkbox"/> tap dripping	<input type="checkbox"/> clock ticking	<input type="checkbox"/>
Continuous sounds		
<input type="checkbox"/> fridge motor	<input type="checkbox"/> vacuum cleaner	<input type="checkbox"/>
<input type="checkbox"/> rain on roof	<input type="checkbox"/> waves at the beach	<input type="checkbox"/>
<input type="checkbox"/> shopping centre	<input type="checkbox"/> clothes dryer	<input type="checkbox"/>

Exercise		
Very soft sounds		
<input type="checkbox"/> own breathing	<input type="checkbox"/> ice cubes melting	<input type="checkbox"/>
<input type="checkbox"/> chopping apples or onions	<input type="checkbox"/> rustling of tissue paper	<input type="checkbox"/>
<input type="checkbox"/> pet drinking from a bowl	<input type="checkbox"/> cat purring	<input type="checkbox"/>
<input type="checkbox"/> gas escaping from a drink can	<input type="checkbox"/> scissors opening and closing	<input type="checkbox"/>
<input type="checkbox"/> spray from perfume or deodorant container	<input type="checkbox"/> shuffling a pack of cards	<input type="checkbox"/>
Distant sounds		
<input type="checkbox"/> traffic in distance	<input type="checkbox"/> waves at the beach	<input type="checkbox"/>
<input type="checkbox"/> neighbour coming and going	<input type="checkbox"/> children at a playground	<input type="checkbox"/>
<input type="checkbox"/> car coming down the road	<input type="checkbox"/> aeroplane flying overhead	<input type="checkbox"/>
Louder sounds		
<input type="checkbox"/> cutlery being placed in drawer	<input type="checkbox"/> road crossing beeps	<input type="checkbox"/>
<input type="checkbox"/> toilet flushing	<input type="checkbox"/> knocking at the door	<input type="checkbox"/>
<input type="checkbox"/> tap dripping	<input type="checkbox"/> clock ticking	<input type="checkbox"/>
Continuous sounds		
<input type="checkbox"/> fridge motor	<input type="checkbox"/> running water into the sink	<input type="checkbox"/>
<input type="checkbox"/> rain on roof	<input type="checkbox"/> own chewing	<input type="checkbox"/>
<input type="checkbox"/> toilet flushing	<input type="checkbox"/> motor bike passing by	<input type="checkbox"/>
<input type="checkbox"/> dog barking	<input type="checkbox"/> stirring a cup of liquid with a spoon	<input type="checkbox"/>
<input type="checkbox"/> plastic bags or packaging	<input type="checkbox"/> jangling keys	<input type="checkbox"/>
<input type="checkbox"/> traffic		<input type="checkbox"/>

List some sounds you heard in the first week with your cochlear implant that you had forgotten

Module 2

Identifying speech sounds (vowels and consonants)

Why?

Using your cochlear implant throughout the day gives you lots of practice and helps your brain learn to recognise speech. However, some speech sounds may remain difficult to tell apart and identify with the new and different sound heard through the implant. Recent research indicates that it may be helpful to do exercises to train the brain to learn to tell apart and identify speech sounds. This training involves actively listening to pairs of words that differ in one particular speech sound (for example, the middle vowel “ee” in “theme” vs “u” in “thumb”) and learning to tell the sounds apart. Some types of vowels and consonants are harder to hear with a cochlear implant than others. Therefore, there is a range of exercises progressing from easier to more difficult.

How?

The speaker will say the two words, pointing to each, and then repeat one of the words. You then point to or say the word. If you are unable to work out which word was said, the speaker will then say the pair of words several times, pointing to the word as they say it. This will help to train you to hear the differences between the sounds.

Vowel identification – Level 1*

Exercise 1		
1	theme	thumb
2	sharp	ship
3	teach	touch
4	barn	bin
5	leak	luck
6	carp	cup
7	port	put
8	peep	pip
9	mast	must
10	wall	wool

Vowel identification – Level 2*

Exercise 2		
1	bath	booth
2	spark	speak
3	tar	too
4	parch	peach
5	tart	toot
6	fast	feast
7	hard	who’d
8	barn	bean
9	bars	booze
10	park	peak

Exercise 3		
1	tea	too
2	pit	put
3	cap	cup
4	pit	pet
5	beat	boot
6	kid	could
7	bat	but
8	bid	bed
9	bid	food
10	pill	pull

Consonant identification – Level 1*

Exercise 4		
1	rip	rib
2	cap	cab
3	mop	mob
4	pick	pig
5	duck	dug
6	lack	lag
7	lock	log
8	cod	cot
9	card	cart
10	hard	heart

* Adapted from Plant, G. (1984). *Commtram: A communication training program for profoundly deaf adults*. Sydney: National Acoustics Laboratories.

Consonant identification – Level 2*

Exercise 5		
1	pea	me
2	pop	mop
3	pie	my
4	peel	meal
5	pet	met
6	pen	pet
7	seen	seat
8	ban	bat
9	bean	beet
10	mean	meet

Exercise 6		
1	match	batch
2	man	ban
3	morn	born
4	mail	bail
5	me	be
6	hen	head
7	moon	mood
8	bun	bud
9	pan	pad
10	corn	cord

Exercise 7		
1	sum	numb
2	sea	knee
3	sap	nap
4	sit	knit
5	seed	need
6	moose	moon
7	horse	hor
8	mass	man
9	case	cane
10	dice	dine

Consonant identification – Level 3*

Exercise 8		
1	lip	nip
2	law	nor
3	lap	nap
4	lit	knit
5	let	net
6	mean	meal
7	fine	file
8	coin	coil
9	spin	spill
10	skin	skill

Exercise 9		
1	chew	shoe
2	chin	shin
3	chip	ship
4	chewed	shoed
5	chore	shore
6	cheer	shear
7	chose	shows
8	chop	shop
9	cheers	shears
10	chair	share

* Adapted from Plant, G. (1984). *Commtram: A communication training program for profoundly deaf adults*. Sydney: National Acoustics Laboratories.

Consonant identification – Level 4*

Exercise 10		
1	boat	goat
2	bub	dub
3	big	dig
4	dad	gad
5	bet	get
6	lab	lad
7	bag	bad
8	big	bib
9	bust	dust
10	wed	web

Exercise 11		
1	peer	tier
2	peak	teak
3	pour	tore
4	pair	care
5	tool	cool
6	hop	hot
7	bat	back
8	map	mat
9	cape	cake
10	lip	lit

Exercise 12		
1	fought	short
2	fine	sign
3	few	shoe
4	lass	lash
5	fell	shell
6	fit	sit
7	sam	sham
8	frill	shrill
9	buff	bus
10	fail	shale

Exercise 13		
1	mail	nail
2	mine	nine
3	sum	sun
4	gum	gun
5	meet	neat
6	boom	boon
7	more	gnaw
8	game	gain
9	lime	line
10	beam	been

Consonant identification – Level 4*

Exercise 10		
1	boat	goat
2	bub	dub
3	big	dig
4	dad	gad
5	bet	get
6	lab	lad
7	bag	bad
8	big	bib
9	bust	dust
10	wed	web

Exercise 11		
1	peer	tier
2	peak	teak
3	pour	tore
4	pair	care
5	tool	cool
6	hop	hot
7	bat	back
8	map	mat
9	cape	cake
10	lip	lit

Exercise 12		
1	fought	short
2	fine	sign
3	few	shoe
4	lass	lash
5	fell	shell
6	fit	sit
7	sam	sham
8	frill	shrill
9	buff	bus
10	fail	shale

Exercise 13		
1	mail	nail
2	mine	nine
3	sum	sun
4	gum	gun
5	meet	neat
6	boom	boon
7	more	gnaw
8	game	gain
9	lime	line
10	beam	been

Module 5 Identifying low and high pitch in sentences

A. Sentence pitch – Level 1

Why?

To practise listening to the pitch of sounds in a sentence.

How?

The speaker will say each sentence, pointing to each in turn. Listen to the sentence noticing if there are more low pitched sounds like “w” or “m”, or more high pitched sounds like “s” or “sh”. The speaker will then choose one sentence to say and you will try to identify which sentence it was.

If you are unable to work out which sentence was said, the speaker will then say the two sentences several times, pointing to them. This will help to train you to hear these differences.

Exercise 1	
1	Paul brought all the wood home. She drinks really sweet tea.
2	It's easy to see. My brother liked blue.
3	She is his sister. The door blew open.
4	Mike has milk each day. He sits in his seat.
5	Bob brought the ball. Sis uses the scissors.
6	Knock on the door. She eats the cheese.
7	Catch the keys! Mow the lawn!
8	His feet itch. Move over.
9	It's easy. Oh, no.
10	She's sick! No more!

B. Sentence pitch – Level 2

Why?

To practise listening to the pitch of sounds in a sentence.

How?

The speaker will say each sentence, pointing to each in turn. Listen to the sentence noticing where the high pitched sounds like “s” and “f” occur. The speaker will then choose one sentence to say and you will try to identify which sentence it was.

If you are unable to work out the sentence, the speaker will then say the two sentences several times, pointing to them. This will help to train you to hear these differences.

Exercise 2	
1	Sheep don't live in a barn. Bob had sixteen sheep.
2	Sit here on the floor. You should get six of these.
3	Move over till he sees it. Each street gets a new pavement.
4	The neighbour is eager to see Sydney. Six seats are available for us.
5	Paul bruised his leg. His sheets are soft.
6	This chick wants a worm. The boat docks with ease.
7	Sweep the floor with a broom. Don't walk in the street.
8	Sit still and don't move. Turn over the chicken, please.
9	Joan wants tea and cheese. See me tomorrow afternoon.
10	We often see ice in the winter. It's easy to grow tomatoes.
11	His seat is too low. Robert runs with ease.
12	The tide came in at six. This string should make a bow.

* Adapted from Hunt, P. Analytic training. In: Pedley, K., Lind, C., & Hunt, P. (2005) Adult Aural Rehabilitation: A guide for cochlear implant professionals. Sydney: Cochlear Ltd.

*Adapted from Hunt, P. Analytic training. In: Pedley, K., Lind, C., & Hunt, P. (2005) Adult Aural Rehabilitation: A guide for cochlear implant professionals. Sydney: Cochlear Ltd.ar Ltd.

C. Sentence pitch – Level 3

Why?

To practise listening to the pitch of sounds in a sentence.

How?

This exercise is more challenging because all the sentences are about the same length.

Use all the skills you have practised so far, such as listening for the pitch of the vowel, the length of the word, and the position of the high pitched sounds. The speaker will say each sentence, pointing to each in turn. The speaker will then choose one sentence to say and you will try to identify which sentence it was.

If you are unable to work out which sentence was said, the speaker will then say the sentences several times, pointing to them. This will help to train you to hear these differences.

Exercise 3*	
Set A	
1	John Smith broke his left arm.
2	Turn left at the next street.
3	What time does your watch say?
Set B	
1	Keep watching the road.
2	I can't stay awake.
3	Tell him to come here.
4	Stop causing trouble.
5	Turn on the heater.
Set C	
1	Why don't you buy some new clothes?
2	Did you see that old movie?
3	The rain fell all through the day.
4	It's your turn to wash the car.
5	I can't understand that man.

Module 6

Identifying common phrases

Why?

To practise identifying commonly heard sentences.

How?

In this exercise the sentences are things people say every day. The speaker will say each sentence, pointing to each in turn. The speaker will then choose one sentence to say and you will try to identify which sentence it was. Work with one set at a time, then from all three sets. To make the task a little more difficult try it without having the sentences in front of you.

Exercise	
Set A	
1	What time is it?
2	See you later!
3	Would you like a cup of coffee?
4	How was your day?
5	Do you need a lift or will you catch the bus?
Set B	
1	What's the weather like?
2	How do you spell your name?
3	Happy Birthday!
4	You are looking well today.
5	Wait a minute.
6	Would you like some help?
Set C	
1	Close the door.
2	Are you warm enough?
3	What would you like for breakfast?
4	When shall we have dinner?
5	Let's go to the movies.
6	Pass the bread and butter please.

* Adapted from Hunt, P. Analytic training. In: Pedley, K., Lind, C., & Hunt, P. (2005) Adult Aural Rehabilitation: A guide for cochlear implant professionals. Sydney: Cochlear Ltd.

Module 7

Identifying the emotion in speech*

Why?

To practise recognising the emotion of the speaker. Recognising how the speaker feels helps us to respond in an understanding way.

How?

The speaker will say the sentence using first a neutral tone of voice. The sentence is then repeated in an angry voice, then a sad voice. Notice that the feelings of the speaker change how fast the sentence is spoken and the loudness of some words as well as the overall tone. Try to identify which of the three emotions – neutral, angry or sad – the speaker used.

Exercise 1

1	There are too many commercials on television these days.
2	Don't forget to phone me when you get home.
3	He was so busy at work he forgot his wife's birthday.
4	Please don't eat all the biscuits.
5	Wait for me outside the post office.
6	She was late for school.
7	Why do you have to go so early?
8	Who told you about my accident?

Module 8

Identifying words (known topics and options)

Why?

To practise identifying familiar words on a known topic.

How?

Think up some words on a topic that is familiar or meaningful to you so that practising these will be helpful in your daily life. Topics may include, for example, names of family members or friends, words that you use when you go shopping or at work, items of clothing, food you eat, or places you go. Write these words in the tables provided below.

- Start with a small number of words (three or four) in this exercise and with words that are very different (have different lengths/ syllables and different speech sounds), and as you become more practised, use more similar words.
- The speaker will say each of these words without lip reading, then say just one of the words. You will try to identify which word it was.
- You can do this task with lip reading first if you find it difficult, then practise with hearing alone.
- If you are unable to work out which word was said, the speaker will then say the words several times, pointing to them. This will help to train you to hear the differences between them.

Example exercise

Topic: Names of family members

1	Anne
2	Rebecca
3	Mary
4	Christopher

Now write your topics and words in the tables below.

Exercise

Topic:

1	
2	
3	
4	
5	

Exercise

Set B

1	
2	
3	
4	
5	

*Based on the concept of Plant, G. (1984). Commtram: A communication training program for profoundly deaf adults. Sydney: National Acoustics Laboratories.

How?

Now try some more topics and words and make it more challenging. In the tables below is a range of topics and words. After these you will find some blank tables.

- Choose a topic from the lists and write some of the words in a blank table.
- Start with a small number of words and with words that are very different (have different lengths/syllables and different speech sounds). For example, for the Animals topic you could choose cat, snake and hippopotamus.
- The speaker will say each of these words without lip reading, and then say one of the words. You will try to identify which word it was.
- You can do this task with lip reading first if you find it difficult, then practise with hearing alone.
- As you improve with more practice, you can use more words and words that are more similar, as well as adding your own words if you like, for example, from your own hobby.

Exercise				
	Topic: Animals	Topic: Fruits	Topic: Months	Topic: Body parts
1	tiger	banana	September	elbow
2	snake	apple	March	knees
3	kangaroo	kiwifruit	July	face
4	dog	pear	February	eyebrows
5	chimpanzee	mandarin	October	fingernails
6	bear	strawberry	April	hair
7	elephant	lemon	August	leg
8	spider	pineapple	June	forehead
9	cat	orange	December	arm
10	hippopotamus	pomegranate	May	head

Exercise				
	Topic: Colours	Topic: Vehicles	Topic: Bicycle	Topic: Breakfast foods
1	yellow	car	handlebars	eggs and bacon
2	green	train	wheel	toast and jam
3	purple	aeroplane	bell	cornflakes
4	brown	helicopter	tyre	fruit salad
5	orange	mandarin	spokes	orange juice
6	red	bus	chain	cereal
7	grey	motorbike	basket	pancakes
8	blue	ferry	gears	waffles
9	silver			
10	turquoise			

Exercise	
Topic:	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Exercise	
Topic:	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

There are more blank tables at the end of the manual (Appendix 1). You can also make up your own sets of topics and words.

Module 9

Identifying sentences (known topics and options)

Why?

To gain practice in identifying sentences which you might hear in a particular situation.

How?

You and the speaker have the list of sentences in front of you. The speaker randomly chooses a sentence to say. You repeat the sentence or any words you think you heard.

The speaker confirms which words you got right. If you have not been able to repeat the sentence after three attempts, the speaker will provide a key word in the sentence using lip reading cues, then repeat the entire sentence using hearing alone. If needed, to make it easier you can reduce the number of items in the list.

Exercise 1*

Topic: At the bank

- 1 Do you have an account at this branch?
- 2 Would you like to open a new account?
- 3 The teller at window number one will help you.
- 4 Is this a deposit or a withdrawal?
- 5 You forgot to sign this cheque.
- 6 This cheque has not been cleared.
- 7 Would you like to order a statement?
- 8 Your account is overdrawn.

Exercise 2*

Topic: Going to the beach

- 1 This sand is hot.
- 2 The sun is bright.
- 3 Do you want to swim now?
- 4 Here is your beach towel.
- 5 I think I am sunburnt.
- 6 Who is thirsty?
- 7 The waves are very big today.
- 8 My swimsuit is wet.
- 9 The beach is packed with people.
- 10 Please pass me my beach bag.

You can also make up your own topics and sentences. Some ideas for topics are: at the post office, your last holiday, your favourite hobby etc. Fill in the topics and sentences in the table below (there are also extra blank tables in appendix 1).

Exercise

Topic:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Exercise

Topic:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

* Pedley, K. Synthetic training. In: Pedley, K., Lind, C., & Hunt, P. (2005) Adult Aural Rehabilitation: A guide for cochlear implant professionals. Sydney: Cochlear Ltd. Based on concept of Plant, G. (1984). Commtram: A communication training program for profoundly deaf adults. Sydney: National Acoustics Laboratories.

Module 10

Identifying link sentences*

Why?

To practise identifying words in sentences using familiar words when you know what the possible options are.

How?

You can look at the table during this exercise. The speaker starts by saying one of the sentences in the rows. You should try to identify which sentence the speaker said. If the whole sentence was not correct, the speaker confirms which words you got correct then says the sentence again. If the response is still incorrect, the speaker says the sentence again, pointing to the words as they are spoken. When the recipient can do this easily from the whole table without lip reading, create new sentences selecting one word from each column, for example, Tuesday 30th June at half past 11.

Exercise 1

yellow	8th	March	3 o'clock
Tuesday	14th	September	9:30
Sunday	21st	June	7:15
Wednesday	30th	August	noon
Monday	11th	December	half past 11
Thursday	2nd	February	twenty to 10
Friday	17th	April	quarter past 8

How?

Now try this one, which is a bit more challenging. You can look at the table during this exercise. Start by saying one of the sentences in the rows. You should try to identify the sentence. If the whole sentence was not correct, the speaker confirms which words you got correct then says the sentence again. If the response

is still incorrect, the speaker says the sentence again, pointing to the words as they are spoken. When the recipient can do this easily from the whole table without lip reading, create new sentences selecting one word from each column, for example, Bill bought eight yellow jackets.

Exercise 2*

Peter	owns	ten	old	jackets
Bill	sends	two	red	boxes
John	sees	seven	good	roses
Gary	bought	three	new	birds
Steven	won	six	green	windows
Nicole	gets	twenty	lovely	cars
Rachel	sold	eight	pretty	shirts
Barbara	gives	thirteen	big	dogs
Michelle	chose	twelve	yellow	gifts
Cathy	made	eleven	funny	balls

*Based on concept of Hagerman, B. (1982). "Sentences for speech intelligibility testing in noise," Scandinavian Audiology, 11: 79-87.

You can also make up your own link sentences. Follow the format in the table above and write the words into the table below.

Exercise

Name	Verb	Number	Adjective
.....
.....
.....
.....
.....

Module 11

Text following – passages read aloud

Why?

To practise listening to the syllables in words and the rhythm of words.

How?

The speaker will read the following passage. Follow the passage by pointing to each word.

The speaker will stop from time to time. When the speaker stops, repeat the last word.

At first the speaker will stop at natural breaks in the text, and as you gain confidence the speaker will stop in unpredictable places – can you still stop on the correct word? You can do the same exercise using items at home such as cookery books, a favourite novel, a community newsletter, a newspaper or a hobby book.

Some handy tips

- When you start this task, practise in a quiet room using materials that are easy to follow (for example, reading from children’s books, or a familiar book or magazine). The speaker should start by speaking slowly and stopping in places that are predictable, such as at the end of sentences or phrases. Passages can be read several times for practise.
- As you gain more experience with this task, you can use more difficult materials with longer sentences and where you are not familiar with the topic.
- When you start to find the task easier, listen in a room with background noise. To do this you can turn on a fan, or turn on the radio “off station” with static noise in the background, or to a station with music or talking, increasing the volume of the noise as you progress.
- You can also practise listening by reading aloud to yourself.

* Hunt, P. Analytic training. In: Pedley, K., Lind, C., & Hunt, P. (2005) Adult Aural Rehabilitation: A guide for cochlear implant professionals. Sydney: Cochlear Ltd.



Section B
Making it more challenging

Practice repeating and
understanding speech



Module 12

Recognising sentences (fill in the missing word)

Why?

During conversations we can often predict what the person is going to say next or how they will finish the sentence. The further we get into the conversation, the easier this becomes. This “anticipation skill” helps us to “fill in the gaps” if it is noisy or the speaker turns away and the word is only “half heard”. This skill can become rusty when hearing deteriorates.

How?

The speaker will say the sentence below. The speaker will think of a word to fill the gap and will say the whole sentence. Without lip reading, listen to the sentence and try to identify what the missing word was. The speaker should start by using words which are familiar to the recipient and predictable. As you find this easier, the speaker can use less familiar words and phrases.

Exercise

- 1 My favourite hobby is...
- 2 The room I like most at home is the...
- 3 Last year I spent my summer holiday in...
- 4 Today the weather forecast is for...
- 5 For breakfast this morning I ate...
- 6 In my garden there are lots of...
- 7 For the party I am going to bake...
- 8 I usually start work at...
- 9 The last thing I do when I leave the house is...
- 10 At the grocery store I am going to buy...

Module 13

Recognising sentences (complete the sentence)

Why?

To practise using context to help you fill in missing words. Words can be lost because the speaker turns away, covers their mouth or noise drowns out a word or phrase. Once part of a sentence is understood, you can often fill in the gaps using the words you have heard and the rhythm of speech.

How?

The speaker will say the underlined part of the sentence with lip reading. The speaker will then say the whole sentence. Without lip reading, try to repeat the whole sentence.

Remember to try to identify if you are not sure. The speaker can tell you any words that are correct. Try again until you have understood the whole sentence. If you find this too difficult for the longer sentences, the speaker can give you additional words.

Exercise

- | | | | |
|----|---|----|--|
| 1 | The <u>secretary</u> typed the letters. | 11 | <u>The traffic</u> was busy because it was rush hour. |
| 2 | <u>The ship sailed</u> into the harbour. | 12 | <u>At the hospital</u> the injured man waited for two hours to see the doctor. |
| 3 | <u>The gardener</u> mowed the grass. | 13 | <u>Tomorrow</u> I start work at 9 o'clock. |
| 4 | <u>I went to the post office</u> to buy some stamps. | 14 | <u>Please return</u> the book to the library before the end of the week. |
| 5 | <u>Go into the bank</u> to get a new credit card. | 15 | <u>In my family</u> we have two boys and three girls but no pets. |
| 6 | <u>Take your glasses</u> to the optician to get new lenses. | 16 | <u>I need</u> a pen to write down your telephone number. |
| 7 | <u>If you go walking in the rain</u> you'll need an umbrella. | 17 | <u>It's been a year</u> since I went for a check-up at the dentist. |
| 8 | <u>The baby drank</u> all the milk from the bottle. | 18 | <u>Do you</u> take milk and sugar in your coffee? |
| 9 | <u>The language spoken</u> in Mexico is Spanish. | 19 | <u>To plant</u> that tree you will need to dig a deep hole. |
| 10 | <u>My brother's birthday</u> is on the 21st of July. | | |

Module 14

Recognising sentences (with clue phrases)

Why?

To practise recognising sentences when you know the context from a key phrase in the sentence.

How?

The speaker will say the phrase clue with lip reading. Check that you have understood this correctly by repeating it back. The speaker will then choose one ending phrase and will say the whole sentence. Without lip reading, listen to the sentence and try to identify what the ending phrase was. The sentences below have the clue phrase at the start, in the middle and at the end of the sentence.

Exercise 1*

Phrase clue: During the summer...

- 1 During the summer, many people take a holiday.
- 2 During the summer, children play sports outdoors.
- 3 During the summer, beaches are usually crowded.
- 4 During the summer, the weather is very warm.
- 5 During the summer, it's important to drink plenty of water.

Exercise 2*

Phrase clue: At the weekend...

- 1 At the weekend, people go shopping.
- 2 At the weekend, children take part in sports.
- 3 At the weekend, there is time to relax.
- 4 At the weekend, many people spend time with their families.
- 5 At the weekend, people meet friends and go to the movies.

Exercise 3*

Phrase clue: ...is my favourite...

- 1 Blue is my favourite colour.
- 2 Chocolate cake is my favourite dessert.
- 3 Strawberry is my favourite ice cream.
- 4 During the summer, the weather is very warm.
- 5 During the summer, it's important to drink plenty of water.
- 6 Morning is my favourite time of the day.
- 7 Basketball is my favourite sport.
- 8 Poodles are my favourite dogs.

Exercise 4*

Phrase clue: ...before you go home.

- 1 Finish your work before you go home.
- 2 Call me before you go home.
- 3 Stop at the store before you go home.
- 4 Put this in your car before you go home.
- 5 I need to see you before you go home.

Exercise 5*

Phrase clue: ...in the summertime.

- 1 The weather is hottest in the summertime.
- 2 I like swimming in the summertime.
- 3 Children are out of school in the summertime.
- 4 A variety of flowers bloom in the summertime.
- 5 Rain is refreshing in the summertime.

* Pedley, K. Synthetic training. In: Pedley, K., Lind, C., & Hunt, P. (2005) Adult Aural Rehabilitation: A guide for cochlear implant professionals. Sydney: Cochlear Ltd.

Module 15

Recognising sentences (known topics)

Why?

To practise using the topic of conversation to help you try to identify the sentence.

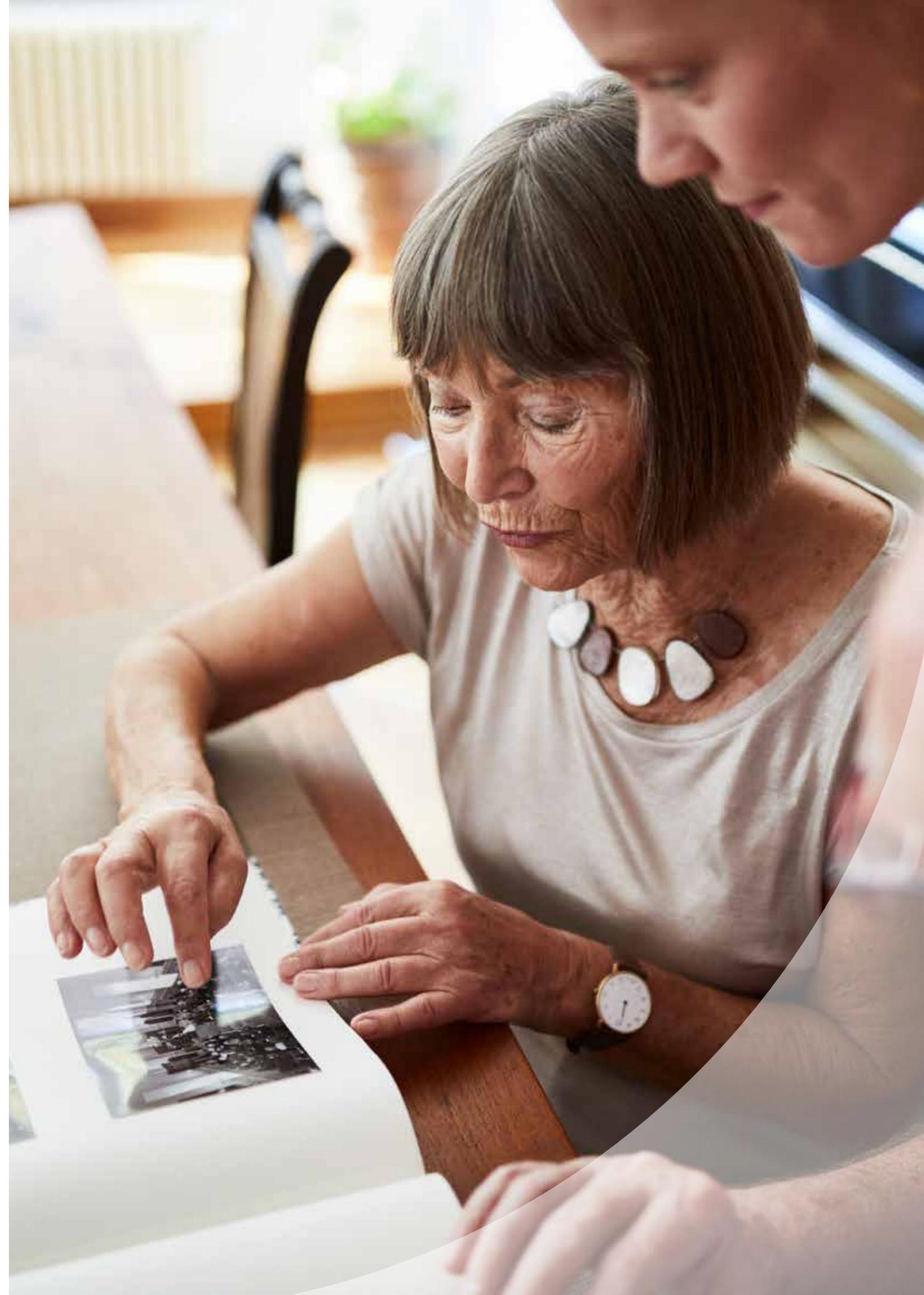
How?

You do not see the sentences. The speaker will say the topic of conversation with lip reading. The speaker will then say one of the sentences below. Without lip reading, try to repeat the sentence. Have a guess if you are not sure. The speaker can tell you any words that are correct. Try again until you have understood the whole sentence. If you cannot identify any words after two repeats, the speaker can give you the underlined word as a clue. If you are unable to repeat the sentence, the speaker will say the sentence with lip reading cues and then hearing alone once more.

Exercise 1*	
Topic: Health	
1	You are looking <u>well</u> .
2	How are you <u>feeling</u> ?
3	I <u>caught</u> a cold.
4	I've had a <u>sore</u> throat.
5	Did you see the <u>doctor</u> ?
6	I have been <u>taking</u> some medicine.
7	Are you <u>feeling</u> sick today?
8	You should eat more <u>vegetables</u> .

Exercise 2*	
Topic: Clothing	
1	Where is my red shirt?
2	I bought a new pair of socks yesterday.
3	It's very cold, so bring a jacket.
4	I took off my hat and gloves.
5	I have some new shoes.
6	There is a hole in my jacket because it's so old.
7	I like old clothes.
8	Did you see what she was wearing?
9	Have you seen the latest fashion?
10	I'm going shopping to buy some jeans.
11	Do you think my shoes match my dress?
12	I bought some wool to knit a scarf.

* Pedley, K. Synthetic training. In: Pedley, K., Lind, C., & Hunt, P. (2005) Adult Aural Rehabilitation: A guide for cochlear implant professionals. Sydney: Cochlear Ltd. Based on concept of Plant, G. (1984). Commtram: A communication training program for profoundly deaf adults. Sydney: National Acoustics Laboratories.



Module 16

Recognising sentences (with situation clues)

Why?

To practise using the topic of conversation to help you try to identify the sentence.

How?

The speaker will say the topic of conversation with lip reading. The rest of the exercise is done without lip reading. The speaker will then say one of the sentences below. Try to repeat the sentence. Make a guess if you are not sure. The speaker can tell you any words that are correct. Try again until you have understood the whole sentence.

Exercise 1*

Clue: At the bank

- 1 Do you have an account at this branch?
- 2 Would you like to open a new account?
- 3 The teller at window number one will help you.
- 4 Is this a deposit or a withdrawal?
- 5 You forgot to sign this cheque.
- 6 This cheque has not been cleared.
- 7 Would you like to order a statement?
- 8 Your account is overdrawn.

Exercise 2*

Clue: At a restaurant

- 1 How would you like your steak cooked?
- 2 You have a choice of soup or salad.
- 3 Good evening. May I take your order?
- 4 Would you care to dine at this restaurant again?
- 5 Would you like to use a credit card or pay cash?
- 6 Thank you. Do come again.
- 7 Would you like a table for two?
- 8 Is there anything else I can get for you?
- 9 You have potatoes on your chin.
- 10 Would you like pie, cake or ice cream for dessert?

Exercise 3*

Clue: At the doctor's office

- 1 Well, what seems to be the problem?
- 2 Let me look at your tongue.
- 3 I'll give you some medicine.
- 4 How long have you been sick?
- 5 Does that hurt?
- 6 The doctor will see you now.
- 7 How's your family?
- 8 Take a deep breath.
- 9 See the receptionist for another appointment.
- 10 Take two capsules before each meal.

* Pedley, K. Synthetic training. In: Pedley, K., Lind, C., & Hunt, P. (2005) Adult Aural Rehabilitation: A guide for cochlear implant professionals. Sydney: Cochlear Ltd. Based on concept of Plant, G. (1984). Commtram: A communication training program for profoundly deaf adults. Sydney: National Acoustics Laboratories.

You can also make up your own topics and sentences. Fill in the clues and sentences in the table below and at the end of the manual (Appendix 1). Some ideas are: at the dentist, at the post office, at the market, at the swimming pool, at the hospital, at the place where I work etc.

Exercise	
Clue:	
1	
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10	

Exercise	
Clue:	
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Module 17

Recognising words (known topics)

Why?

To practise recognising words when you know what the topic is but you don't know what the possible words are.

How?

Choose a topic from the Exercises in Module 9 (or choose your own topic), and the speaker will choose some words for that topic and write them in the table below. This time you do not see the list of words. The speaker then says each of the words and you repeat them. If you cannot repeat the word after three attempts, the speaker will say the word with lip reading and then with hearing alone.

Exercise	
Clue:	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

There are more blank tables in Appendix 1. You can also make up your own sets of topics and words.

Module 18

Recognising common phrases

Why?

To build confidence in understanding speech without lip reading, beginning with very familiar sentences.

How?

You do not see the list of sentences. The speaker will say the sentence without lip reading.

Try to repeat as many words as you can. If you are not sure, fill in the missing words with your best guess. Remember, these are sentences that you hear every day.

The speaker confirms which words you got right and encourages you to use strategies to clarify the sentence, such as “repeat” or “did you say...?” or “can you say it a different way?”

If you have not been able to repeat the sentence after three attempts, the speaker will provide a key word in the sentence using lip reading cues, then repeat the entire sentence using hearing alone. If you are unable to repeat the sentence, the speaker will say the sentence with lip reading cues and then hearing alone once more.

Exercise

- 1 What time is it?
- 2 I'll see you later!
- 3 How was your day?
- 4 Would you like a cup of coffee?
- 5 Wait just a minute.
- 6 What's the weather like?
- 7 Have a nice day.
- 8 What are we having for dinner?
- 9 You are looking well today.
- 10 Do you need a lift?
- 11 Would you like some help?
- 12 Please close the door.
- 13 Are you warm enough?
- 14 What would you like for breakfast?
- 15 Happy Birthday!
- 16 Let's go to the movies.
- 17 Pass the bread and butter please.

Module 19

Information transfer*

Why?

To gain practice in using the information in the message rather than just repeating what is heard. To practise asking only for the information you missed.

How?

The speaker has the kitchen drawing below in front of them. You have the kitchen drawing in Appendix 1 in front of you. The speaker will ask you to draw a number of items on the picture by telling you what to draw and where to draw it. The items to be drawn are shown below the picture.

For example, the speaker could say: “Draw the teapot on the left hand side of the table.” Listen carefully and then draw the item on the picture. If you are unsure, ask for more information, but do not look at your speaker's drawing. For example, you could:

- Ask your speaker to repeat the whole instruction.
- Repeat back what you think the instruction was, for example: “Did you say...?” Your speaker will provide feedback as to which parts you heard correctly.
- Ask your speaker to clarify any parts you are not sure of, for example: “I heard you say ‘saucepan’, but I am not sure where to draw it.”



* Watcyn-Jones, P. (1997). Pair Work 2. London: Penguin. Reproduced by permission of Penguin Books Ltd.

Module 20

Scripted conversation

Why?

To practise using prediction and topic cues to anticipate what your speaking partner is saying.

How?

You will start the conversation about the preparation for an imaginary trip you will both take for a picnic. Below are the sentences and questions that you will say. Your speaking partner will make the appropriate responses – try to repeat back what your partner says before moving on to the next sentence.

Tips for your speaker: Encourage the recipient to try to guess what you said. If the recipient cannot correctly repeat the information, provide assistance as follows:

- Repeat the whole answer.
- Repeat the answer emphasising the incorrect part.
- Repeat only the incorrect part.
- Confirm the parts correctly repeated.

Adjust how predictable and complex your replies are to suit the ability of the recipient so the exercise remains challenging but manageable.

Exercise

Topic: Organising a picnic

- 1 Let's go for a picnic. Where shall we go?
- 2 Who should we invite along?
- 3 Which day will we go?
- 4 Whose car shall we take?
- 5 How long do you think it will take to get there?
- 6 What food should we take?
- 7 What other activities shall we do at the picnic site?
- 8 What shall we do if it rains?
- 9 How long shall we stay there?
- 10 Do you want to take anything else with you?



Appendix 1

Extra exercise copies



1. Extra exercise tables

Exercise	
Topic:	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Exercise	
Topic:	
1	
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3	
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6	
7	
8	
9	
10	

2. Recipient copy of Module 12: Text following – passages read aloud

Exercise 1*

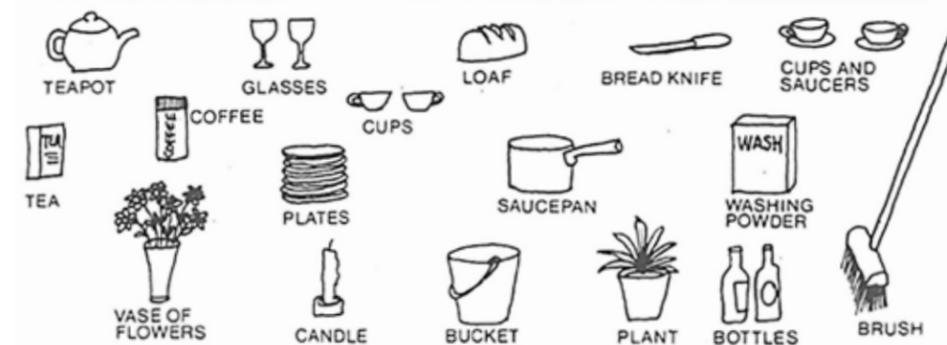
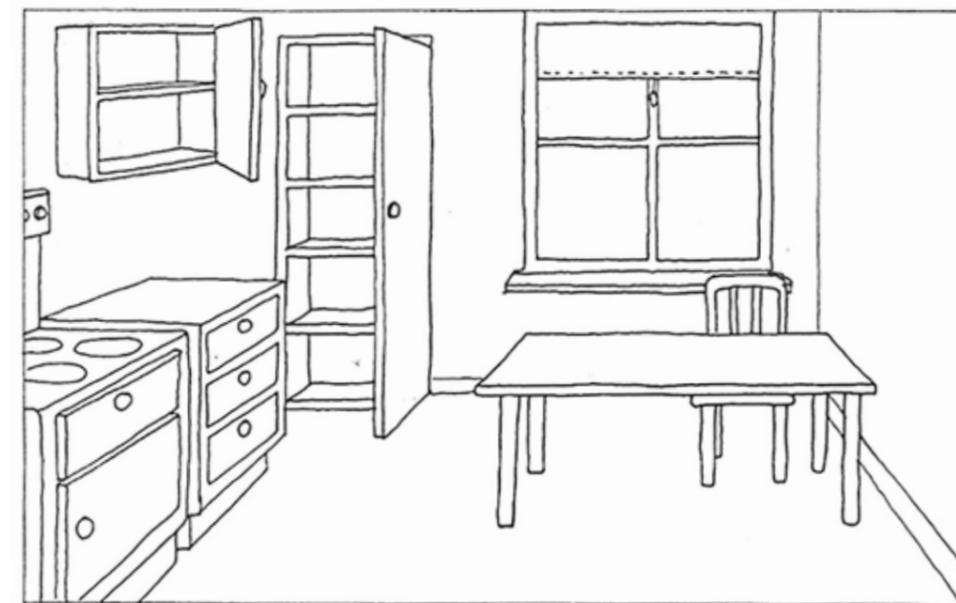
The Saint Bernard

A large, strong dog was specially raised in the Swiss Alps in Europe. It grew to have a thick brown and white coat. The dog was called a Saint Bernard. It was first trained by monks. They lived in a mountain shelter called The Lodge of Saint Bernard. The shelter was for hikers and skiers.

The dogs were trained to help patrol the snow-covered trails. They were trained to search for people lost in the mountains. They would drag or lead them back to the shelter. There they could be taken care of by the monks.

The monks soon learned that walking or lying cold in the snow caused people to become very thirsty. So they tied small kegs of water or alcohol around the necks of the Saint Bernard. In the case of the person being able to walk, a sip could be taken to restore energy. If the lost person was not awake, the Saint Bernard would drag them to the lodge. If the person woke up during the journey, he or she could take a sip from the keg while being taken to the lodge.

3. Recipient copy of Module 20: Information transfer*



* Hunt, P. Analytic training. In: Pedley, K., Lind, C., & Hunt, P. (2005) Adult Aural Rehabilitation: A guide for cochlear implant professionals. Sydney: Cochlear Ltd.

* Watcyn-Jones, P. (1997). Pair Work 2. London: Penguin. Reproduced by permission of Penguin Books Ltd.

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1. Fu QJ, Galvin JJ 3rd. Maximizing cochlear implant patients' performance with advanced speech training procedures. *Hear Res.* 2008 Aug;242(1-2):198-208.
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