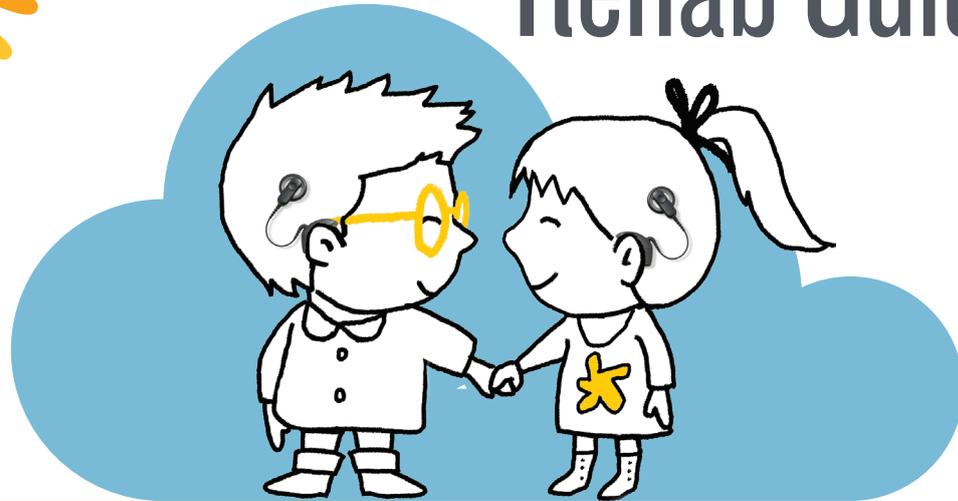




SOUND FOUNDATION FOR STARTING SCHOOL:

Rehab Guide



Introduction

The Sound Foundation for Starting School rehabilitation guide is designed to support parents in the weeks leading up to their child's first day at a school.

This resource has goals centred on the areas of:

- listening and memory
- receptive and expressive language
- speech and songs

Activities for developing and reinforcing goals are included for parents and caregivers. They are designed to expand upon and create meaningful experiences that are integrated into the child's everyday life.

Also included in this rehab guide, is a suggested reading list with books designed to help encourage discussion with your child about starting school.

It is important to remember that although children generally follow typical stages of development, each child is wonderfully unique.

The goals and suggestions in the lessons are meant to serve as a guide. Goals and activities should be individualised based on your child's interests, development and abilities.

This document contains general information and is intended to be a guide only - it should not be used in place of advice from your medical practitioner, your healthcare professional or your speech therapist.

Recommended use:

We suggest using this resource at least 4 weeks out from your child's first day at school. A range of activities have been provided for each lesson, so that you can select a different activity to play with your child each week. The intended age for this resource is 5 to 8 years old.

This tool has been extracted from Cochlear's™ HOPE resources. If you would like to continue your child's at home rehabilitation exercises, please contact your local customer service team to request the 40-week Sound Foundation for Children learning guide.

If your child does not reach a lesson goal, remember that you can repeat the lesson the following week to help reinforce their learning and achieve goals.



Hear now. And always



Day 1

Hearing domain and goals

- Remembers 5-7 word sentences with known words
- Overhears spoken language

SOUND FOUNDATION FOR STARTING SCHOOL:

LESSONS: Listening & Memory

Activities

Messenger

Your child's auditory memory has been developing, and your child should remember 5-7 word sentences with words they already know. Ask your child to be the 'messenger' and go tell someone else a 5-7 word message. This is a useful skill for children starting school. For example, you might ask your child to tell their sibling:

- It's time to wash your hands.
- We're having cheese and crackers for a snack.
- Let's build a castle.

Surprise Listening

You can encourage your child to overhear spoken language by playing the Surprise Listening game. Tell them to listen during the day to discover some surprises. At various times throughout the day mention 'surprises' to someone else. You might do this while talking on the phone or if you're in another room talking to someone else in the family. The surprises can be simple or complex, for example:

- We're going to the playground to play.
- I bought ice cream for dessert.
- Grandma is coming over to visit tonight. She's bringing a special book to read.

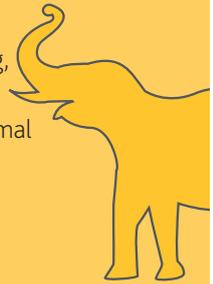
Guess what animal I am?

This builds on helping your child to develop some concepts that are useful for school including sizes, numbers and colours. It is an easy game to play anywhere - even when out and about.

It also helps your child to listen and attend to longer pieces of information which they will need to do in school.

Think of an animal in your head and then give your child a series of clues and descriptions about the animal for them to guess. For example you may say:

"I'm an animal that is really big and moves very slowly. I have a long nose and big ears. I have four legs and am grey in colour." If your child is having difficulty guessing, you can give them an easier clue, like the sound the animal makes. "I make a loud sound 'ayroo'. What animal am I?" - An elephant.



Where Did You Learn That?

Expect your child to understand and learn from spoken language, even when you are not specifically addressing or teaching them. One indication that your child may be learning by overhearing spoken language is if you find yourself asking, "Where did you learn that?". Your child learns from their peers as well as adults as they naturally tune into the conversations around them.

TIP:

- Listening and language are interrelated when your child learns language through listening. Goals for listening and memory could also be considered receptive language goals because of this auditory-linguistic connection.
- The order of words in a sentence changes when the sentence is turned into a question. For example, the sentence, "Let's build a castle," changes to "Do you want to build a castle?" when asking a question. Changing the word order is more advanced than simply remembering and repeating a string of words.

Notes:

Day 2

Hearing domain and goals

- Expressive vocabulary 1200+ words
- Spontaneously uses 4-6 word sentences
- Uses concepts through, next to and beside
- Makes patterns with string beads

SOUND FOUNDATION FOR STARTING SCHOOL:

LESSONS:

Receptive and Expressive Language

Activities

Vocabulary Inventory

At this stage expect your child to use 1200 words or more. Keep track of your child's spontaneous vocabulary for different categories or themes.

Create categories that may be of special interest to your child. Soon they will know so many words you won't be able to keep track of them all because he/she is learning from overhearing.

Language Sample

Write down some of your child's spontaneous sentences. Or, if you have access to a smartphone, make audio recordings. Expect sentences to be 4-6 words in length. Keep this informal language sample and compare it with sentences they use 40 weeks from now.

String Beads

For this activity, you will need wooden or plastic beads in a variety of different colours. Sort the beads by colour. Start making simple patterns by lining up beads, such as red, blue, and yellow. Name the colours as you line up the beads. Your child matches your line by putting their beads 'next to' and 'beside' your beads. String them onto a sturdy string that has a big knot on the end and talk

about putting the string 'through' the hole in the bead. Let your child create a pattern for you to match. Repeat the pattern: red, blue, and yellow; red, blue, and yellow; red, blue, and yellow... Continue this game by making different and longer patterns.

Cereal on a String

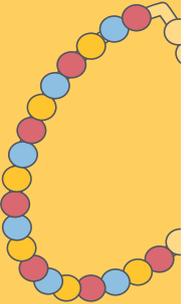
Follow the same process used with String Beads activity, but use cereal loops that come in different colors. After your child strings the cereal loops he/she may want to eat the cereal as a treat.

I Went to The Shop

This activity is one that can be played anywhere and doesn't require any materials. It helps to build vocabulary and can also be adapted using different themes.

For example start by saying, "I went to the shop to buy some milk". Instruct your child to add to this sentence. They can say, "I went to the shop to buy some milk and some bread". The sentences continue to build, which encourages your child to use their recall and working memory to build their vocabulary.

You can also change the theme to help build vocabulary in different areas like the zoo. For example, "I went to the zoo and saw a giraffe" or "I went to the park" or even use a school-theme, "I went to school and saw a teacher".



Notes:



Day 3

Hearing domain and goals

- Speaks with 75% intelligibility
- Parents note speech errors in daily conversational speech

SOUND FOUNDATION FOR STARTING SCHOOL:

LESSONS: Speech

Activities

Speech Inventory

Listen carefully to your child's speech and make a note of the sounds they do not pronounce, or articulate, correctly. Notice that your child may produce a sound correctly in some positions of words but not in all positions. For example, he/she may produce /t/ correctly when it is in the initial position of a word, such as: tan, tip, time; but not say the /t/ when it is in the final position of a word, such as: mat, not, bit. Notice how your child produces a sound when it is part of a blend; for example, the /t/ sound in the words trip and fast. It may be the second sound in the blend that is more difficult for your child, such as /r/ in trip and /s/ in fast, even though they are producing /t/ correctly. Make a note of this and realise that typically blends are more difficult to produce.

Who Understands?

Expect your child's speech to be intelligible 75% of the time. Parents and caregivers typically understand their child's speech better than others. Although you may

not realise it, you probably predict what your child is saying based on the situation, common routines or conversations, and your ability to predict what your child will say.

Notice how others, including adults and children, interact with your child and whether they understand their speech. Take note, if you jump in and interpret for your child if someone does not understand them. Instead, encourage your child to use some simple revision strategies so they can speak for themselves and interact without your assistance. Encourage your child to:

- rephrase and tell something in a different way.
- use different words.
- give examples.

TIP:

- Model the correct way of saying a word. For example, if your child says "this is my weg" you can respond by saying "yes - that's your leg".

Notes:



Day 4

Hearing domain and goals

- Learning nursery rhymes and songs like Mary Had a Little Lamb

SOUND FOUNDATION FOR STARTING SCHOOL:

LESSONS: Songs & Rhymes

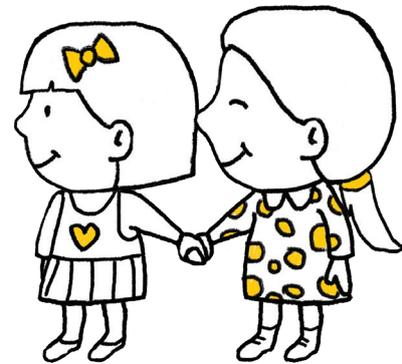
Activities

This activity is about learning a nursery rhyme called *Mary Had a Little Lamb*. Each verse is different but uses repetitive words within the verse. This song provides an opportunity for your child to practice 5–7 word phrases or sentences while singing a well-known tune. This tune is often used in other songs created for specific holidays or activities. To improve your child’s auditory memory,

practice singing the song with your child until they know all the words.

Be sure your child understands all the vocabulary in the song. Discuss with him/her the humor and lightness in the story told through singing. Talk about where Mary might have lived; she might have lived on a farm, and probably didn’t live in the city. The song provides an avenue to discuss rules at school. Act out appropriate things to do at school.

Mary had a little lamb, little lamb, little lamb.
Mary had a little lamb. Its fleece was white as snow.
Everywhere that Mary went, Mary went, Mary went.
Everywhere that Mary went, the lamb was sure to go.
It followed her to school one day, school one day, school one day.
It followed her to school one day which was against the rules.
It made the children laugh and play, laugh and play, laugh and play.
It made the children laugh and play to see a lamb at school.
And so the teacher turned it out, turned it out, turned it out,
And so the teacher turned it out, but still it lingered near.
And waited patiently about, patiently, patiently,
And waited patiently about till Mary did appear.
'Why does the lamb love Mary so, love Mary so, love Mary so?'
'Why does the lamb love Mary so?' the eager children cry.
'Why, Mary loves the lamb, you know, loves the lamb, loves the lamb.'
'Why, Mary loves the lamb, you know,' the teacher did reply.



TIP:

- Continue to keep a list of songs your child can sing from memory.

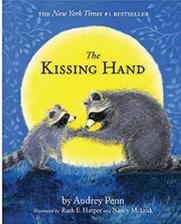
Notes:

Day 5

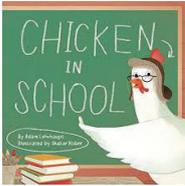
Suggested Reading List:

SOUND FOUNDATION FOR STARTING SCHOOL:

LESSONS: School Story Books

- 1 The Kissing Hand** - Audrey Penn - 1993
- 
- School is starting in the forest, but Chester Raccoon does not want to go. To help ease Chester's fears, Mrs. Raccoon shares a family secret called *The Kissing Hand* to give him the reassurance of her love any time his world feels a little scary.

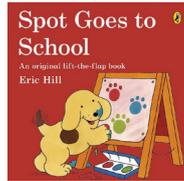
It is widely used by kindergarten teachers on the first day of school. Stickers at the back will help children and their parents keep their "Kissing Hand" alive. By reading with your child about Chester's experiences and feelings, you create an opportunity to discuss your child's feelings about starting school.

- 2 Chicken In School** - Adam Lehrhaupt (Author) Shahar Kober (Illustrator) - 2017
- 
- Join Zoey the chicken for a tour of her unusual classroom in this celebration of creativity, friendship, and tasty snacks. When Zoey decides to turn the barn into a school and become a teacher, everyone in the barnyard learns that the best part of school is using your imagination.

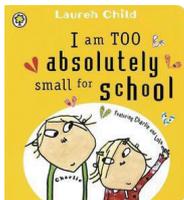
This story about playful approaches to activities like reading, math, and recess will inspire any young adventurer to get excited for school. It also introduces "school-yard" vocabulary to help familiarise your child with words they will hear when they start school.

- 3 Peppa Pig: George's First Day at Playgroup** - Ladybird - 2011
- 
- This book finds George joining Peppa at their playgroup - but she really doesn't want him there! However, all of Peppa's friends like George and decide that they want to have little brothers, too. Will this change her mind about him being there?

This is a reassuring tale that will help children understand what a first day at preschool, nursery, playgroup or school will be like.

- 4 Spot Goes to School** - Eric Hill - 2015
- 
- Join Spot on his very first day at school. As the day goes on, Spot finds he's having more and more fun - and what will he learn along the way?

We recommend using the lift-the-flap version with to develop fine motor skills and an adventurous story to encourage discussion and exploration, this book is perfect for early learning and play.

- 5 I am Absolutely Too Small for School** - Lauren Child - 2013
- 
- Charlie's little sister Lola is nearly big enough to go to school...but Lola is not so sure. She thinks it probably would be useful to read and write and count, but she doesn't really have time for lessons - she's much too busy doing extremely important things at home. And anyway, Lola's invisible friend, Soren Lorensen, is slightly nervous about going to school.

Notes:

Hear now. And always

As the global leader in implantable hearing solutions, Cochlear is dedicated to bringing the gift of sound to people with moderate to profound hearing loss. We have helped over 550,000 people of all ages live full and active lives by reconnecting them with family, friends and community.

We give our recipients the best lifelong hearing experience and access to innovative future technologies. For our professional partners, we offer the industry's largest clinical, research and support networks.

That's why more people choose Cochlear than any other hearing implant company.

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Cochlear Ltd (ABN 96 002 618 073) 1 University Avenue, Macquarie University, NSW 2109, Australia Tel: +61 2 9428 6555 Fax: +61 2 9428 6352

Cochlear NZ Limited Level 4, Takapuna Towers, 19-21 Como Street, Takapuna, Auckland 0622 New Zealand Tel: 64 9 914 1983

株式会社日本コクレア (Nihon Cochlear Co Ltd) 〒113-0033 東京都文京区本郷2-3-7 お茶の水元町ビル Tel: 81 3 3817 0241 Fax: 81 3 3817 0245

Cochlear (HK) Ltd Room 1404-1406, 14/F, Leighton Centre, 77 Leighton Road, Causeway Bay, Hong Kong Tel: +852 2530 5773 Fax: +852 2530 5183

Cochlear Medical Device (Beijing) Co Ltd Unit 2608-2617, 26th Floor, No.9 Building, No.91 Jianguo Road, Chaoyang District, Beijing 100022, P.R. China Tel: +86 10 5909 7800 Fax: +86 10 5909 7900

Cochlear Limited (Singapore Branch) 238A Thomson Road, #25-06, Novena Square Office Tower A, Singapore 307684 Tel: +65 6553 3814 Fax: +65 6451 4105

Cochlear Korea Ltd 1st floor, Cheongwon Building 33, Teheran-ro 8 gil, Gangnam-gu, Seoul, Korea Tel: +82 2 533 4450 Fax: +82 2 533 8408

Cochlear Medical Device Company India Private Ltd Ground Floor, Platina Building, Plot No C-59, G-Block, Bandra Kurla Complex, Bandra (E), Mumbai - 400 051, India Tel: +91 22 6112 1111 Fax: +91 22 6112 1100

Please seek advice from your health professional about treatments for hearing loss. Outcomes may vary, and your health professional will advise you about the factors which could affect your outcome. Always read instructions for use. Not all products are available in all countries. Please contact your local Cochlear representative for product information. Consult your health professional to determine if you are a candidate for Cochlear technology.

Cochlear™ Nucleus® implant systems are intended for the treatment of moderately severe to profound hearing loss.

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