



Auditory Rehab at Home with your Cochlear Implant (CI)

Dear CI recipient -- The journey has begun – you are post CI surgery, post CI activation, and ready to start listening. It is our hope that you embrace the experience and look for opportunities to celebrate milestones, as well as approach challenges.

Following you will find a set of exercises & recommendations to help you **isolate the new CI** and engage with sound in a meaningful way. These exercises will assist your brain as you acclimate to the new sound provided by your CI. Over time, we anticipate you will hear a clearer signal and enjoy the sounds around you.

Listening hoop – to eliminate lip reading cues when practicing with a partner
Ling Six Sounds – repeat one at a time
Category Lists – to narrow the field when practicing.
Lists of questions.
Simple pictures and their associated sounds
Pages to practice following directions of increasing difficulty.
Riddles – to keep you thinking.
Nonsense/absurd sentences that are challenging because there is no predictability.
Word pair lists to help you hear similarities and differences in similar words.

Incorporate listening challenges into daily routines by removing amplification in opposite ear and experience life **in new CI only**. Here are a few times of the day to give it a try:

- Take a listening walk inside & outside your home – focus on sounds of running water, appliances, clocks, birds, traffic, etc.
- Listen to TV and try to use captions as a *support*, rather than the focus for information
- Give talk radio a try or try a podcast.
- Listen to a variety of music genres.
- Read aloud and focus on the sound of your own voice.
- Have conversations when seated next to a loved one (with CI closest to that person), rather than sitting across from one another to reduce lip reading and increase listening challenge.
- Make a phone call and use speaker mode to allow CI and hearing aid to catch the sound.

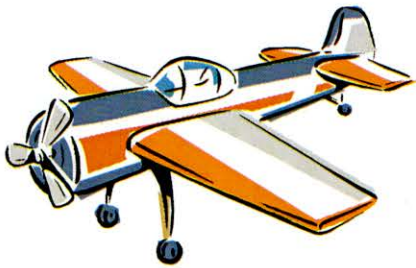
We also recommend listening games or apps that focus on listening, including:

- Angel Sound
- Touch the Sound
- Hear Coach
- HEARoes

- Cards
- Board games
- Photo albums
- Conversations

We look forward to working alongside you as you make gains in listening and communication.
Sincerely,
CI Rehab Team @ GBMC

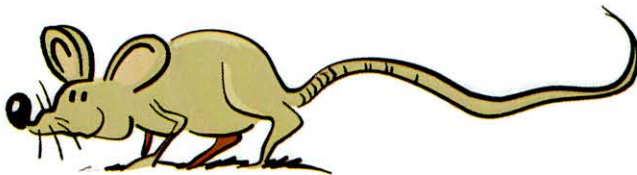
ah



oo



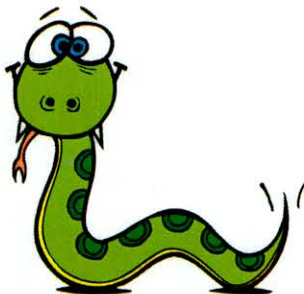
eeee



sh



ssss



mmm



hotdog



rainbow



bluebird



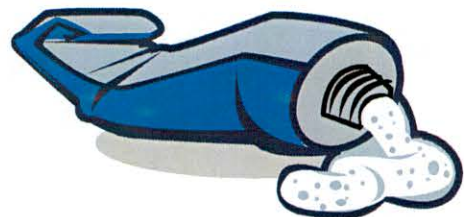
icecream



baseball



toothpaste



READER: State the category of words. In a normal volume voice, say each word, one at a time and ask recipient to repeat each word. After two attempts, show the recipient the word and then say the word again.

COLORS

Blue

Red

Yellow

Green

Orange

White

Black

Brown

Purple

Pink

THINGS IN THE BEDROOM

Closet

Bed

Dresser

Pillow

Sheets

Nightstand

Lamp

Window

Comforter

Rug

VEGETABLES

Green beans

Lettuce

Tomatoes

Cucumbers

Peppers

Asparagus

Peas

Carrots

Lima beans

Potatoes

Broccoli

Kale

Cabbage

Corn

DAYS OF THE WEEK

Sunday

Tuesday

Thursday

Monday

Saturday

Wednesday

Friday

THINGS IN THE BATHROOM

Sink

Toilet

Cabinet

Tub

Shower

Towels

Water

Soap

Toilet paper

Shampoo

TYPES OF FLOWERS

Rose

Daffodil

Pansy

Carnation

Lily

Tulip

Sunflower

Daisy

Violet

Buttercup

READER: State the category of words. In a normal volume voice, say each word, one at a time and ask recipient to repeat each word. After two attempts, show the recipient the word and then say the word again.

THINGS IN THE KITCHEN

Microwave
Refrigerator
Table
Oven
Sink
Chair
Blender
Toaster
Dishes
Utensils
Glasses
Cabinets

FURNITURE

Desk
Table
Chair
Recliner
Ottoman
Coffee table
Bookshelf
Couch
Recliner

FRUIT

Apple
Orange
Lemon
Watermelon
Kiwi
Mango
Lime
Papaya
Cherry
Peach
Grapes
Blueberries

THINGS IN THE YARD

Grass
Shrubs
Hose
Sidewalk
Trees
Flowers
Fence
Dog
Birdbath

CLOTHING

Shirt
Skirt
Dress
Pants
Mittens
Hat
Sweatshirt
Pajamas
Sweatpants
Sweater
Socks
Shoes
Jacket

Gloves

RESTAURANTS

McDonalds
Long Horn
Wendy's
Dunkin
Hunan
Nando's
Silver Diner

READER: State that you will be reading words in a sound category. Recipient will repeat each word. Reader should repeat words only twice if recipient does not understand the word spoken. Show the word, then repeat again. After each set of words, read the words in sentences. Recipient should repeat sentence.

**WORDS THAT BEGIN
WITH [s] SOUND**

Said

Saw

Same

Small

See

So

Special

Street

Certain

School

WORDS IN SENTENCES

I said hello.

We saw the old house.

It's the same one.

I saw the small child.

Did you see that!

She said so!

This one is very special.

What's the name of your street?

Are you certain?

Where did you go to school?

**WORDS THAT END
WITH [s] SOUND**

Across

House

Miss

It's

Place

States

Office

Business

Perhaps

WORDS IN SENTENCES

We live just across the street.

We're thinking of buying a new house.

Hurry up or you'll miss the bus!

It's for you.

Here's a nice place to sit.

We live in the United States

I'll see you in my office later.

It's a new business.

Perhaps you would like to come too.

READER: State that you will be reading words in a sound category. Recipient will repeat each word. Reader should repeat words only twice if recipient does not understand the word spoken. Show the word, then repeat again. After each set of words, read the words in sentences. Recipient should repeat sentence.

WORDS WITH [s] IN THE MIDDLE

Asked

I asked for some help.

Possible

I think that is should be possible.

Themselves

They are going to do the work themselves.

Also

Are they also going to the party?

Recently

Have you seen them recently?

Himself

He'll have to do it himself.

Mister

I think his name is Mr. Smith.

Question

That's a very interesting question.

Herself

She'll have to go to the store by herself.

System

Do you understand how this system works?

WORDS THAT END WITH [st]

WORDS IN SENTENCES

Against

I'm against it!

Best

I think this one is the best.

First

She has to see me first.

Last

When was the last time you saw her?

Missed

I missed the bus.

Must

I must remember to phone home.

Almost

It's almost time to go.

Most

Most of my friends are going to the party.

Past

It's half past four.

SENTENCE BUILDING – explain that you will read a statement and recipient should repeat. Read same statement only twice if needed, then show the statement to recipient while repeating the statement. Only reveal the statement you read – use cardboard or paper to cover remaining statements. Move to the next statement and continue. After you have completed the set, read the same set, mixing up the order. Once completed, move to the next set, using the same instructions.

I saw him.

I saw him yesterday.

I saw him yesterday afternoon.

I saw him yesterday afternoon at 4 o'clock.

I have an appointment.

I have an appointment tomorrow.

I have an appointment tomorrow morning.

I have an appointment tomorrow morning at 10 o'clock.

I have a doctor's appointment tomorrow morning at 10 o'clock.

We went for a walk.

We went for a walk in the park.

We went for a walk in the park yesterday.

We went for a walk in the park yesterday afternoon.

We went for a long walk in the park yesterday afternoon.

I'm hot!

I'm hot. Let's go to the beach.

I'm hot. Let's go to the beach for a swim.

I'm hot. Let's go to the beach for a swim after we finish work.

SENTENCE BUILDING – explain that you will read a statement and recipient should repeat. Read same statement only twice if needed, then show the statement to recipient while repeating the statement. Only reveal the statement you read – use cardboard or paper to cover remaining statements. Move to the next statement and continue. After you have completed the set, read the same set, mixing up the order. Once completed, move to the next set, using the same instructions.

I found the money.

I found the money over there.

I found the money over there behind the house.

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

The children were playing.

The small children were playing.

The small children were playing in the park.

The small children were playing in the park yesterday afternoon.

Turn off the light.

Did you turn off the light?

Did you remember to turn off the light?

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

The girl fell over.

The little girl fell over.

The little girl fell over in the street.

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

Statements and questions. Reader: Read the statement and ask the question. Recipient should answer the question. Repeat only one more time, then show them the statement and question.

JOHN WENT TO THE STORE TO BUY MILK, EGGS AND APPLES.

WHAT DID HE BUY?

PATRICK ASKED FOR A FOOTBALL FOR HIS BIRTHDAY.

WHAT DID PATRICK ASK FOR?

MOM AND DAD BOUGHT FOUR CHAIRS FOR THEIR NEW HOME.

WHAT DID THEY BUY?

KIM COLORED THREE PICTURES FOR HER MOTHER.

HOW MANY PICTURES DID KIM COLOR?

SAM AND CONOR BRUSHED THEIR TEETH BEFORE GOING TO BED.

WHEN DID SAM AND CONOR BRUSH THEIR TEETH?

MR. BRADSHAW ASKED SHEILA TO DUST AND VACUUM THE LIVING ROOM.

WHAT DID SHEILA DO?

PAM AND DAVID DECIDED TO EAT PIZZA FOR DINNER.

WHAT DID THEY EAT FOR DINNER?

BILLY ASKED HIS MOM IF HE COULD PLAY AT JIM'S HOUSE?

WHERE DID BILLY WANT TO PLAY?

Statements and questions. Reader: Read the statement and ask the question. Recipient should answer the question. Repeat only one more time, then show them the statement and question.

MIKE RODE HIS BIKE DOWN THE LANE WITH HIS FRIEND COLIN.

WHO DID MIKE RIDE WITH?

DAD CHOSE TO WEAR HIS BLUE SHIRT INSTEAD OF HIS STRIPED SHIRT.

WHAT SHIRT DID DAD WEAR?

MRS. JONES ATE A SANDWICH, APPLE AND CRISPS FOR LUNCH.

WHAT DID SHE EAT?

MOM WANTED TO WATCH "TOY STORY" ON DVD LAST NIGHT.

WHO WANTED TO WATCH "TOY STORY?"

JULIE BRUSHES HER TEETH EVERY NIGHT.

WHO BRUSHES HER TEETH?

DAD BOILED THE WATER BEFORE POURING IT INTO THE TEACUPS.

WHO BOILED THE WATER?

SHELLY AND JEN PLAYED BALL IN THE GARDEN TODAY.

WHERE DID THEY PLAY BALL?

MOM HAD TO GO TO THE BANK BEFORE MEETING EVERYONE FOR DINNER.

WHAT DID MOM HAVE TO DO FIRST?

INSTRUCTIONS - Reader: Read the statement. Recipient: Name the item or place described. Use the word list if needed.

- | | |
|---|----------------|
| 1. A place you get on an airplane. | Theatre |
| 2. Something used to lay your head on at night. | Mittens |
| 3. An object used to dry hair. | Airport |
| 4. Something to use to wash the floor. | Rag |
| 5. Something you sit on. | Iron |
| 6. An object used to shave. | Pillow |
| 7. Something used to tie a shoe. | Pharmacy |
| 8. A place to see a movie. | Shoelace |
| 9. Something used to straighten clothes. | Potholder |
| 10. An object used to take your temperature. | Colander |
| 11. A place to buy a hammer. | Tape measure |
| 12. Something used to see your reflection. | Chair |
| 13. Something used to keep your hands warm. | Mop |
| 14. A place to wash clothes. | Restaurant |
| 15. A place to eat food. | Laundromat |
| 16. Something used to hold a hot plan. | Thermometer |
| 17. An object to measure wood. | Hair dryer |
| 18. Something used to drain pasta. | Hardware store |
| 19. A place to get a prescription. | Mirror |
| 20. Something used to wash dishes. | Razor |

SENTENCE LEVEL 1

READER: read each sentence in your normal voice at a normal pace. Be sure to cover your mouth to avoid lip reading clues.

RECIPIENT: repeat each sentence.

If recipient does not understand the first time, repeat only once. If recipient still does not understand, allow him/her to lipread. If still not understood, show the sentence while reading it. Ask them to repeat sentence.

1. Do you eat apples?
2. Are you a woman?
3. Do you watch a radio?
4. Have you taken a shower?
5. Are you wearing pink?
6. Do you have two ears?
7. Are you a grandparent?
8. Is it raining?
9. Are cookies food?
10. Do you wear socks?
11. Do you have pockets?
12. Is your hair blue?
13. Is it Sunday?
14. Do you drink mud?
15. Are you a doctor?
16. Are you wearing a watch?
17. Do you stand in a car?
18. Are you sitting?
19. Do you have a beard?
20. Are you a child?

SENTENCE LEVEL 2

READER: read each sentence in your normal voice at a normal pace. Be sure to cover your mouth to avoid lip reading clues.

RECIPIENT: repeat each sentence.

If recipient does not understand the first time, repeat only once. If recipient still does not understand, allow him/her to lipread. If still not understood, show the sentence while reading it. Ask them to repeat sentence.

1. Do you drink milk?
2. Are you a daughter?
3. Do you sleep in a bed?
4. Do you answer a telephone?
5. Are you wearing a dress?
6. Do you have blue hands?
7. Are you a policeman?
8. Is it dark in here?
9. Are socks food?
10. Do you wear a jacket?
11. Do you eat pancakes?
12. Are you wearing a ring?
13. Is it Friday?
14. Are you wearing boots?
15. Are you a baby?
16. Do you have two feet?
17. Do you have pink hair?
18. Are you sleeping?
19. Do you wear glasses?
20. Are you a father?

SENTENCE LEVEL 3

READER: read each sentence in your normal voice at a normal pace. Be sure to cover your mouth to avoid lip reading clues.

RECIPIENT: repeat each sentence.

If recipient does not understand the first time, repeat only once. If recipient still does not understand, allow him/her to lipread. If still not understood, show the sentence while reading it. Ask them to repeat sentence.

1. Does Friday come after Saturday?
2. Are you older than your mother?
3. Do you drink and eat at the same time?
4. Do you wake up in the afternoon?
5. Does January come before March?
6. Can you listen to the radio?
7. Are you wearing a blue shirt?
8. Is California west of New York?
9. Do you cook in the kitchen?
10. Does the mailman deliver food?
11. Do dogs bark?
12. Can you drink from a glass?
13. Can you eat soup with a fork?
14. Are limes and lemons the same?
15. Do fish live in the water?
16. Do horses live in the house?
17. Do tigers bite?
18. Is a dollar worth more than a dime?
19. Can you go outside in the rain?
20. Can you ride a bike on water?

READER: Explain that you are going to read pairs of words. Ask recipient to say either “same” or “different” for each set of words. Next read the word pairs and ask recipient to repeat.

1. bat – hat
2. run – fun
3. sun – sun
4. come – thumb
5. ring – bring
6. bed – bed
7. tell – sell
8. sand – land
9. fan – tan
10. pull – full
11. jelly – belly
12. pump – pump
13. bus – fuss
14. main – rain
15. ping – sing
16. rid – red
17. dug – bug
18. cup – cup
19. mad – bad
20. book – look
21. got – cot
22. Sue – zoo
23. ring – wing
24. tip – tip
25. luck – lug
26. back – back
27. buck – bug
28. half – have
29. lit – lid
30. feet – feed
31. mush – much
32. reach – reach
33. watch – wash
34. latch – lash
35. loose – loss
36. rice – rice
37. tell – tail
38. Jan – jam
39. Cat – can
40. dog – dug
41. fill – film
42. give – give
43. house – horse
44. pile – pine
45. so – show
46. bake – bag
47. beg – beg
48. safe – save
49. live – life
50. have – have
51. bit – bid
52. let – lit
53. bed – bet
54. mutt – mutt
55. drink – drank
56. nest – next
57. yes – yes
58. rooster – roaster

READER: Explain that you are going to read pairs of words. Ask recipient to say either “same” or “different” for each set of words. Next read the word pairs and ask recipient to repeat.

- | | |
|-------------------------|-------------------|
| 59. telling – tearing | 88. read – ride |
| 60. crowned – clowned | 89. soak – sake |
| 61. sewing – sewing | 90. boat – boat |
| 62. blushed – brushed | 91. see – so |
| 63. going – growing | 92. feet – fate |
| 64. making – making | 93. bake – bike |
| 65. walking – waking | 94. no – no |
| 66. sipping – sitting | 95. gale – goal |
| 67. hopping – hoping | 96. fade – feed |
| 68. sunning – sunning | 97. goat – gate |
| 69. seeking – seeping | 98. time – time |
| 70. giving – giving | 99. veil – veal |
| 71. catching – cashing | 100. leave – live |
| 72. wishing – washing | |
| 73. matching – marching | |
| 74. living – living | |
| 75. biting – biting | |
| 76. touched – torched | |
| 77. dashed – dished | |
| 78. rushes – rushes | |
| 79. matched – mashed | |
| 80. porches – pouches | |
| 81. cashes – cashes | |
| 82. judges – judges | |
| 83. feet – feet | |
| 84. heel – hail | |
| 85. mile – mole | |
| 86. rate – rate | |
| 87. rare – roar | |

ABSURD SENTENCES 1

READER: read each sentence in your normal voice at a normal pace. Be sure to cover your mouth to avoid lip reading clues.

RECIPIENT: repeat each sentence.

If recipient does not understand the first time, repeat only once. If recipient still does not understand, allow him/her to lipread. If still not understood, show the sentence while reading it. Ask them to repeat sentence.

1. Rinse your pen out when you are finished.
2. The dog is talking on the phone.
3. Your football is in the refrigerator.
4. Take the fish for a walk.
5. Mike's favorite good is paper.
6. Clean this spotless room!
7. Close your mouth wide.
8. Heidi is mowing the carpet.
9. The cat is barking.
10. The boys are screaming quietly.
11. Your socks are untied.
12. Julie baked a beautiful shoe.
13. Square is my favorite color.
14. The man is building a tree.
15. Jake scored the winning test.
16. Mack cut his steak with a spoon.
17. Put the dirty clothes in the drawer.
18. I love to bake blocks.
19. The television is ringing.
20. Her perfume smells clear.

ABSURD SENTENCES 2

READER: read each sentence in your normal voice at a normal pace. Be sure to cover your mouth to avoid lip reading clues.

RECIPIENT: repeat each sentence.

If recipient does not understand the first time, repeat only once. If recipient still does not understand, allow him/her to lipread. If still not understood, show the sentence while reading it. Ask them to repeat sentence.

1. Have a drink of snow.
2. I love to play homework.
3. I lost the keys to my shower,
4. Carrie is reading a picture.
5. The baby is eating a steak.
6. I love rocks on my ice cream.
7. The dog whispered in my ear.
8. We went for a walk in the car.
9. They built a house on a fence.
10. The giraffe sat at the table.
11. My dad is trying to fix his ear.
12. I typed my paper on the radio.
13. The children built a river.
14. Paul is wearing his shoe backwards.
15. There is a bird in my tub.
16. The man slept in the crib.
17. Wash your feet before dinner.
18. She drinks too much soap.
19. It is snowing inside.
20. The girls went swimming at the mall.

ABSURD SENTENCES 3

READER: read each sentence in your normal voice at a normal pace. Be sure to cover your mouth to avoid lip reading clues.

RECIPIENT: repeat each sentence.

If recipient does not understand the first time, repeat only once. If recipient still does not understand, allow him/her to lipread. If still not understood, show the sentence while reading it. Ask them to repeat sentence.

1. The boys smiled for the letter.
2. I love to plant pictures.
3. Jim went to the gym to shop.
4. Nails are my favorite snack.
5. Please zip up your hat.
6. We saw a soccer game at the theatre.
7. Her boss yelled sweetly.
8. Fran painted the room sour.
9. The girl fell off her kite.
10. Please pass the sink.
11. Gina made a car for lunch.
12. Kyle took a red shower.
13. The cat slept on the fire.
14. Linda is two hundred years old.
15. I put tacks in my salad.
16. She drank milk out of a fork.
17. Jose lost his ear.
18. Isaac made perfume for breakfast.
19. Please rake the leaves in the living room.
20. Put your pajamas on for work.