

Remote Lesson Kit 4

FOR USE IN TELEPRACTICE



Learn About the MED-EL Remote Lesson Kits

1. What is a MED-EL Remote Lesson Kit?

The MED-EL Lesson Kits contain descriptive information, lesson plans, instructions, therapist notes, and resources. You will find them here: <https://blog.medel.pro/>. Therapists can use these free resources to deliver lessons with a focus on developing the listening and spoken language skills of children using hearing technology. The MED-EL Remote Lesson Kits are activities selected from the Lesson Kits and put together with information and a multi-level lesson plan that therapists can use to deliver lessons over the internet. The Remote Lesson Kits are useful for providing telepractice support to rural or remote families or families who find it difficult to come into a clinic for lessons.

2. What do families need?

Families need to be able to connect to the therapist over the internet on a device. Preferably they need access to email and a printer, but resources can be printed in the clinic and posted ahead of the lesson time. Families will need scissors, tape, and a stapler. The parents/caregivers read the preparation notes ahead of the lesson to understand how to do each activity.

3. Do both the therapist and the family need copies of the resources?

Yes. The goal is for therapists to guide and coach the parents/caregivers to develop their skills to work with their children at home. Therapists can help to keep children engaged in the activities by sharing, via their camera, that they have the same materials.

4. How do the multi-level lesson plans work?

The lesson plans contain suggestions for listening, spoken language, cognition, and Theory of Mind goals. In each learning domain several goals are identified. Therapists use ongoing diagnostic assessment to establish the level at which children are functioning and select goals one step ahead. For more detailed lists of skills and goals, refer to MED-EL's *A Child's Journey*.

5. What age- and skill-level are the Remote Lesson Kits suitable for?

The goals in each domain are roughly equivalent to the three levels of goals identified in the MED-EL Lesson Kits. See more information in "Learn About the Levels" on page 6. The therapist notes are written assuming the child is able to sit with the parent/caregiver and engage in semi-structured play-based activities. If not possible, the parent/caregiver can be coached without the child and later deliver the activities away from the screen. Children up to 10 to 12 years of age continue to enjoy these activities. Suggestions for modifying the listening and spoken language levels are included in the therapist notes.

6. What are the KEY STRATEGIES listed on the lesson plan?

The Key Strategies refer to the method used to help children achieve the goals. Therapists are encouraged to explain and model the strategies for parents/caregivers to try during the remote lesson. Therapists then provide feedback to the family on the use of the strategy and any suggestions for improvement. The strategies are listed and described on the following pages. Each remote lesson will focus on a limited number of strategies to facilitate family focus. Videos of families demonstrating many of the strategies can be found by following the link to "Rehab at Home" <https://blog.medel.com/tips-and-tricks/>.

7. Why are there so many mentions of "coach the parent/caregiver" in the therapist notes?

Research demonstrates that children progress faster if their parents/caregivers have a high level of involvement in therapy. By coaching parents/caregivers, therapists can convey knowledge, give direction on strategies, feedback on the effectiveness of strategies and activities, and suggest modifications if necessary. In this way the parents or caregivers develop the confidence to use these strategies in their everyday life.

8. How can we use them?

Slide decks are simply animated PowerPoint files made using the images and text from the story or song books. Each remote kit contains one. Therapists may like to use screen sharing to control the rate of content delivery. Alternately, families can load the slide deck onto a tablet or phone. Animations can be viewed using PowerPoint (on Windows computers and Android devices) or keynote (on Apple devices). If using other applications, choose the "no animations" version. Therapists working with families using languages other than English are able to customize the resource by selecting "edit anyway" and translating the text.

Getting Started with Remote Therapy (Telepractice)

Basic Preparations

1. Conduct a review of the type of technology you and the family will be using.
Basic requirements for the family:
 - Computer (or tablet/phone if computer is not available)
 - Web camera + microphone (built-in or separate)
 - High-speed internet connectionBasic requirements for the therapist in addition to the above:
 - Headset with attached microphone
 2. Review video conferencing tools and determine which is preferred.
 3. Identify a person to assist you in solving any technology issues.
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One Week Before Scheduled Start

1. Confirm that the family has the appropriate technology and understanding of the chosen video conferencing tool.
 2. Prepare the therapy room.
Basic requirements for the therapy room:
 - Quiet private room
 - Position the table and camera for best lighting on your face
 - Minimize visual distractions in the background (plain painted wall preferred)
 3. Email the lesson plan and any other paper resources for printing (or print and post if the family requires).
 4. Conduct a test call to confirm that the technology is ready and the family has the required resources (both paper and other resources listed on the lesson plan).
 5. Determine a suitable appointment time for the lesson.
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The Day Before

1. Contact the family to confirm the appointment, check they have all the materials prepared for the lesson, and ask if they have any questions. Parents/caregivers are encouraged to read the preparation instructions before the lesson to understand what to do in each activity.
 2. Prepare all the resources required for the lesson. (Most activities work best when both the therapist and family have the same or similar resources.)
 3. Confirm that your technology support person is available.
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The Lesson

1. Make the call to the family.
 2. Take some time to establish rapport and check if the audio and visual connection is good..
 3. Guide and coach the family through the activities on the lesson plan.
Basic principles of remote therapy:
 - Explain the goals of the activity
 - Model strategies and explain how and why you do them (remember to look at the camera)
 - Encourage the family to take a turn and make careful observations so you can coach them
 - Identify what they did well
 - Talk about how the child responded
 - Suggest improvements (if any)
 4. Conclude with a summary and discussion.
 5. Seek feedback from the family about any technological issues.
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Key Strategies for Developing Listening Skills

ON AIR ALL WAKING HOURS

The child's hearing device(s) are on and working all the hours the child is awake. A functional listening check (Ling Sound Test) is performed on each device daily to ensure they are working optimally.

COME CLOSE TO ME

The talker makes a conscious effort to move close to the child's audio processor to ensure the auditory signal is clear. The optimal distance is between 30 and 50 cm for a beginning listener.

AUDITORY HOOKS

Exciting words such as *Look!*, *Wow!*, *Uh-oh!* are used with emphasis to capture the child's auditory attention. The words stimulate the auditory area of the brain to be ready to listen to what is said next.

TALK, TALK, TALK

Abundant language models are provided for the child to learn from and eventually copy. Talkers make a conscious effort to speak about what they are doing, seeing, hearing, and thinking (self-talk) and to speak about what the child is looking at, doing, most likely listening to, and thinking about (parallel talk).

THE SAME THINKING PLACE

The talker makes a conscious effort to identify what the child is thinking about and provides comments to put those thoughts into words. An example is if the child is looking outside, the talker could comment, "I think you want to play outside. But...Oh Dear! It's raining."

ACOUSTIC HIGHLIGHTING

A number of techniques are used by the talker to make spoken language more interesting to listen to. These techniques include using Child Directed Speech or Parentese which has more pitch variation (sing-song like sound), a slightly slower rate, deliberate use of pauses, and emphasis on important words by putting them at the end of a phrase or saying them a different way.

LISTENING FIRST

Listening to spoken words comes before the child is given other information through vision or touch to ensure the auditory area of the brain receives stimulation from sounds and voice. This strategy facilitates the child's ability to attend to and eventually, understand spoken language. An example is hiding a toy in a soft bag and talking about it before showing it to the child.

SIGNAL-TO-NOISE RATIO—LISTENING ENVIRONMENT

Elements in the environment are deliberately and conscientiously manipulated to ensure the background noise is significantly softer than the talker's voice. For example, windows are closed to reduce the impact of traffic noise and TVs and music are turned off. In optimal listening conditions the talker's voice will be 15 to 25 dB louder than background noise.

WAIT, WAIT & WAIT SOME MORE

The talker provides abundant language models (TALK, TALK, TALK) and then waits with expectation to encourage the child to have a turn in the conversation. Expectation that the child talk is set through waiting in silence, leaning towards the child, smiling, and nodding.

WHAT ARE KEY STRATEGIES?

The strategies described on the following pages are used to enhance the child's ability to develop listening and subsequently, spoken language skills using hearing device(s). Therapists and teachers are encouraged to model a variety of strategies in each lesson and coach caregivers in using these strategies in the home environment to help the child integrate listening and spoken language into all aspects of life.

Key Strategies for Developing Listening Skills

SABOTAGE

A problem or challenging situation is created or identified to provide an opportunity for the child to communicate. The expectation is that the child try and talk about the problem or ask for help to solve the problem. An example is putting a favourite toy too high for the child to reach.

EXPANSION & EXTENSION

The child's utterance is repeated with the correct grammatical markers (Expansion) or added to with another piece of information (Extension). For example, if the child says "baby bath," an expansion reply is, "Yes, it's the baby's bath;" an extension reply is, "Yes, let's put the baby in her bath."

THE AUDITORY FEEDBACK LOOP

An expectation is set that the child attempt to copy the model of a sound, a word, or a phrase said by the talker. This strategy gives children the chance to hear the correct production first and then compare how they sound straight after. The expectation that the child attempt to copy the talker is set by providing clear speech and waiting (WAIT, WAIT & WAIT SOME MORE).

MY VOICE MATTERS!

Every small attempt by the child to produce a sound or word is acknowledged and valued. This acknowledgment helps children understand the importance of using their voice and provides motivation to practise talking more. Combine this strategy with EXPANSION & EXTENSION by repeating the word or word approximation clearly.

USE CHOICES

Language models are provided in a choice question for the child to make a decision and then copy. For example, "Do you want an apple or a banana?" or for a more advanced child, "Do you want a big red apple or a little green apple?"

BUILD AUDITORY MEMORY

As the child's skills develop, a conscious effort is made to extend how many pieces of information the child can listen to and remember. Over years of listening experience there is a gradual increase from one critical piece of information at the end of a sentence, eventually to four or more pieces of information embedded in a sentence or sentences. An example of a Level 1 Auditory Memory task is, "Find the dog." An example of a Level 4 Auditory Memory task is, "Hide Daddy's keys under the book."

AUDITORY CLOSURE

A familiar song, phrase, or sentence is used as an opportunity for children to demonstrate that they can recognize it and can join in. The talker begins the song, phrase, or sentence and stops before the end and waits for the child to complete the words. An example is if the talker sang, "Twinkle, Twinkle, little...."

MUSIC, MUSIC, MUSIC

A conscious effort is made to expose the child to music and singing, particularly in the form of simple children's songs and rhymes. Singing is a natural form of ACOUSTIC HIGHLIGHTING, stimulating multiple areas of the brain. The repetition in children's songs makes new vocabulary and sentence structures easier to learn.

BOOKS, BOOKS, BOOKS

Joint book reading, the process through which an adult encourages the child to interact during story reading, is used to extend the child's vocabulary and sentence structures, general knowledge, and understanding of the thoughts, feelings, and beliefs of others, as well as to develop literacy skills. An example of a joint book reading strategy is for the talker to make one or two comments on a page and then WAIT for the child to have a turn. Book sharing is encouraged on a regular basis.

Learn About the Levels



Indicates listening goals



Indicates spoken language goals



Indicates cognition and Theory of Mind goals

HOW TO CHOOSE A LEVEL



LEVEL 1

The child is learning to listen, attend to, and understand **1 unit** of information. Spoken language is presented to the child in simple short sentences and Acoustic Highlighting techniques are utilized to enable the child to attend to new information.

The child is using **single words**, has a vocabulary of up to 200 words, and may be starting to combine words into 2-word combinations. The child begins to use a variety of vowels and consonants.

Cognition refers to how we learn and gain knowledge and understanding about our world. Pragmatics is the social use of language and is heavily aligned to interactional communication. It incorporates **Theory of Mind (ToM)**. ToM refers to the thinking skills we develop over time to explain and predict our own and others' behaviour. Some cognition and ToM skills are developmental; they develop as the child grows older. Furthermore, the relationship between many cognitive, ToM, and language skills is complex, with each contributing to the other in varying degrees over the child's early years. Older children working at Level 1 may already have more advanced cognitive and ToM skills and need stronger language skills to express themselves. Conversely, younger children working at Level 3 may not be developmentally ready to think through some of the ToM goals.

LEVEL 2

The child is learning to listen to, attend to, understand, and remember **2 units** of information. Spoken language is presented in longer sentences and Acoustic Highlighting techniques are utilized to encourage the child to attend to all the information in the sentence.

The child is producing **2- to 3-word combinations**, has a vocabulary of 200 to 2000 words, and is beginning to use some grammatical markers. The child uses all vowels and early developing consonants.

LEVEL 3

The child is a proficient listener learning to attend to, understand, and remember **3 units** of information. Spoken language is presented in a variety of complex sentences and Acoustic Highlighting techniques are utilized to encourage the child to attend to grammatical elements in the sentence.

The child is producing **4- to 5-word sentences and questions**, has a vocabulary of more than 2000 words, and is using a variety of grammatical markers. The child develops mastery of later-developing consonants.

Date:

Name: Age: H.A:

ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
MAKE A MONKEY RESOURCES • Monkeys A1	<ul style="list-style-type: none"> Identifies 1 item: · body parts Identifies 2 items: · adjective + body part Follows directions containing time and order words 	<ul style="list-style-type: none"> Labels body parts Says word combinations: · monkey + body part · adjective + body part Uses present progressive verb (e.g., jumping) 	<ul style="list-style-type: none"> Talks about the physical state of others
MONKEY BINGO RESOURCES • Monkeys L1 L2 A2 or • Monkeys L3 A2 • Monkeys A2 bananas	<ul style="list-style-type: none"> Identifies a verb Attends to verb and object Discriminates a singular versus plural subject 	<ul style="list-style-type: none"> Repeats or labels verbs Says word combinations Matches verb to subject 	<ul style="list-style-type: none"> Talks about what is real and not real
5 LITTLE MONKEYS RESOURCES • Monkeys A3 or Monkeys A3 slide deck	<ul style="list-style-type: none"> Moves body to rhythm of a song Recognizes rhythm or melody of music/song Completes an action sequence through song 	<ul style="list-style-type: none"> Completes the last word of a line in a song <i>Sings</i> 2 to 3 words of a line Uses pronouns 	<ul style="list-style-type: none"> Talks about emotions or other people
WHERE'S THE MONKEY HIDING? RESOURCES • Monkeys A4	<ul style="list-style-type: none"> Identifies 1 or 2 items: · furniture Identifies an object from a description 	<ul style="list-style-type: none"> Uses furniture vocabulary Uses preposition: <i>under</i> Formulates a descriptive sentence 	<ul style="list-style-type: none"> Withholds information for effect

ACTIVITY

1. Make a Monkey

PREPARATION

Print the resource onto lightweight card.

The child is going to make a monkey with help from the parent/caregiver. The therapist will make a monkey ahead of the lesson to show the child the finished product. It may also be used to help engage or maintain the child's attention during the activity.

RESOURCES

- Monkeys A1
- Scissors, tape, glue, split pins, crayons

INSTRUCTIONS

1. Together with the child cut out the pieces of the monkey.
2. Talk about each part while you are cutting.
3. Take turns colouring in parts of the monkey. Try to make each piece a different colour.
4. Decide how you will put the pieces together. This could be with tape, glue or split pins. Then talk about which pieces you need as you put the monkey together.
5. Role play some actions with the finished monkey.

KEY STRATEGIES

BUILD AUDITORY MEMORY: Over time, make a conscious effort to increase the amount of information the child needs to attend to through listening. For a beginning listener the goal is to find a body part. *Find a foot.* The next level is asking for a colour and body part. *Let's put on the green arm.* To further increase the level of difficulty, you can ask for 2 pieces or add a time element. *I think we should colour the head blue and then do the tail.*



AUDITORY HOOKS: Keeping a child's attention for the duration of a lesson can be challenging. Using Auditory Hooks is an effective way of re-establishing or maintaining auditory attention. The therapist can help by showing the pre-constructed monkey and adding exciting words. *Look! Mine has a long tail.* To encourage their child back to the activity, parents/caregivers can use the same strategy by pointing to the screen and making a comment. *Wow! Cool monkey. Let's finish ours.*

KEY STRATEGIES

AUDITORY CLOSURE and USE CHOICES: Auditory Closure provides children with the opportunity to complete a familiar sentence, to express what they know, and to practice talking. As the monkey is constructed, pose a choice question and stop before the last word or words. *Do you want this brown foot or this (red foot)?* Encourage the child to complete the question by raising the intonation and looking expectantly.



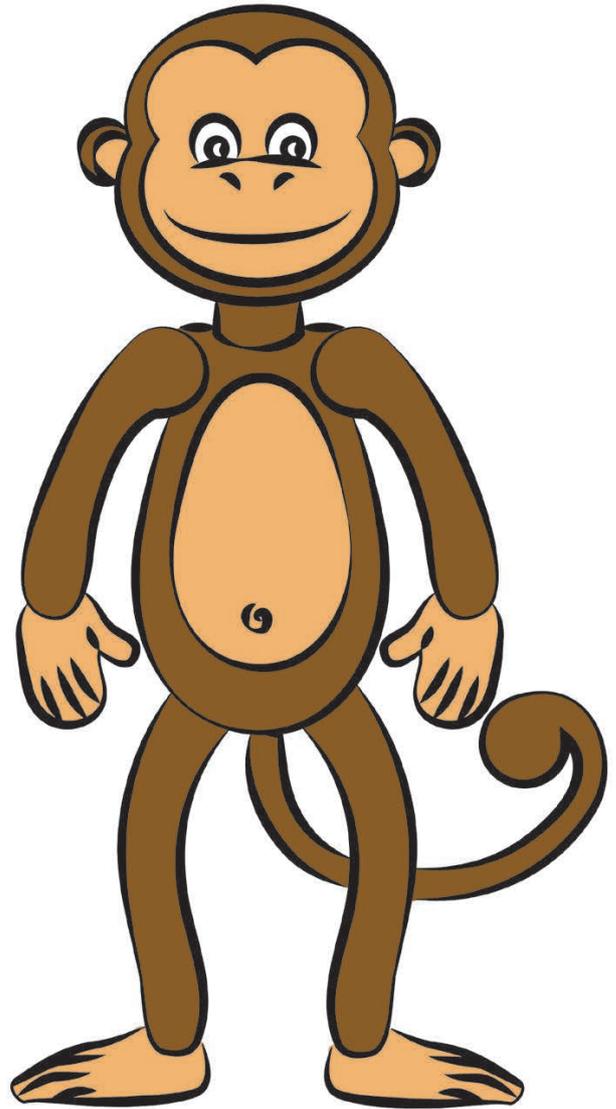
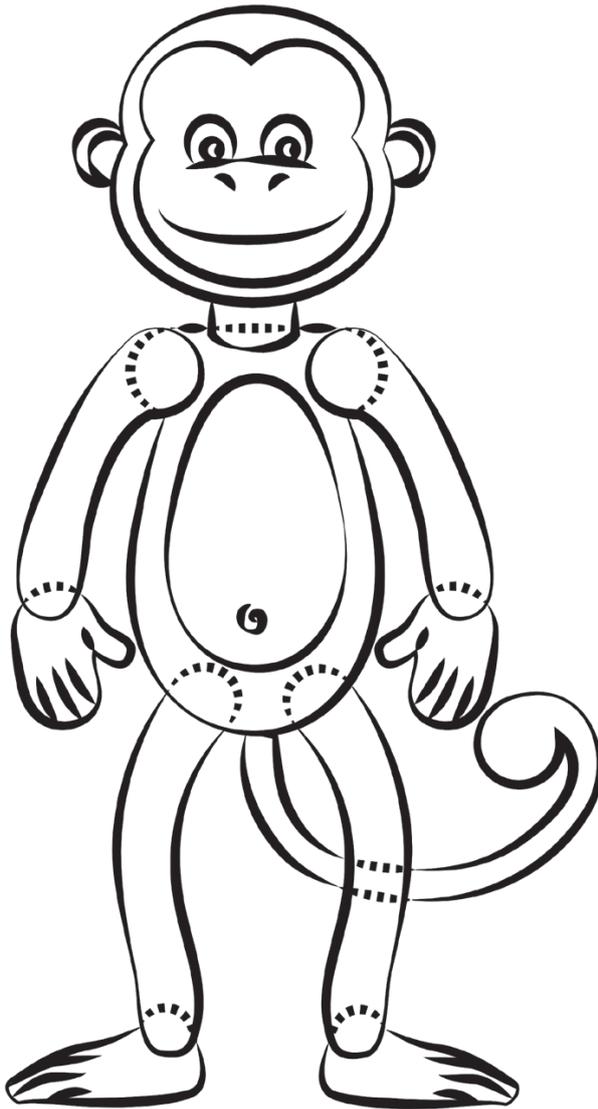
ACOUSTIC HIGHLIGHTING: Languages that typically have verbs at the end of sentences are known as verb dominant because the verb is positioned in the naturally acoustically highlighted position. In English, as sentence length increases, verbs can become harder for children to distinguish from the surrounding words. Take turns using different action words in a role play with the monkey. The others in the game can guess what the monkey is doing. In this way, the verb will be in the acoustically highlighted position. *I think it's hopping.* As the child's skills develop, reduce the Acoustic Highlighting on the verb and model more complex language by adding a story element. *I think the monkey is waving goodbye because he's going on a holiday.*

KEY STRATEGIES

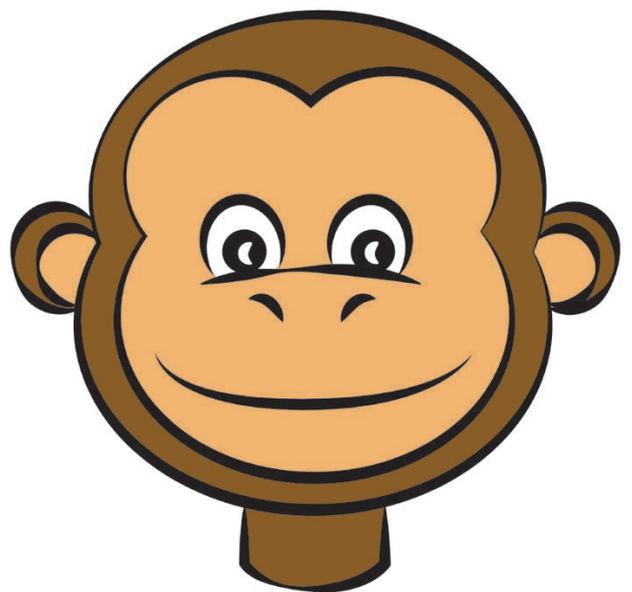
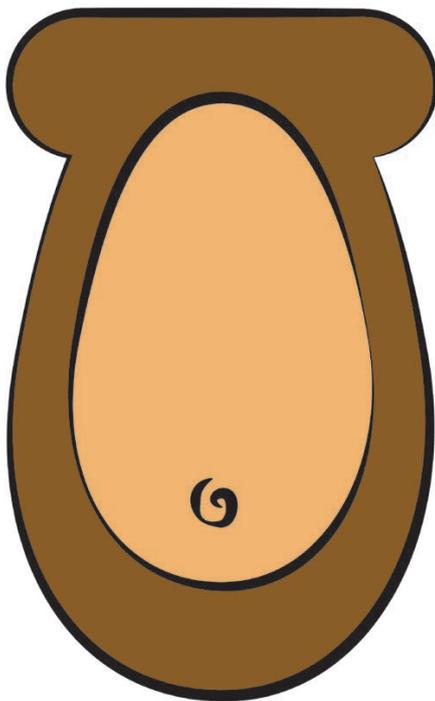
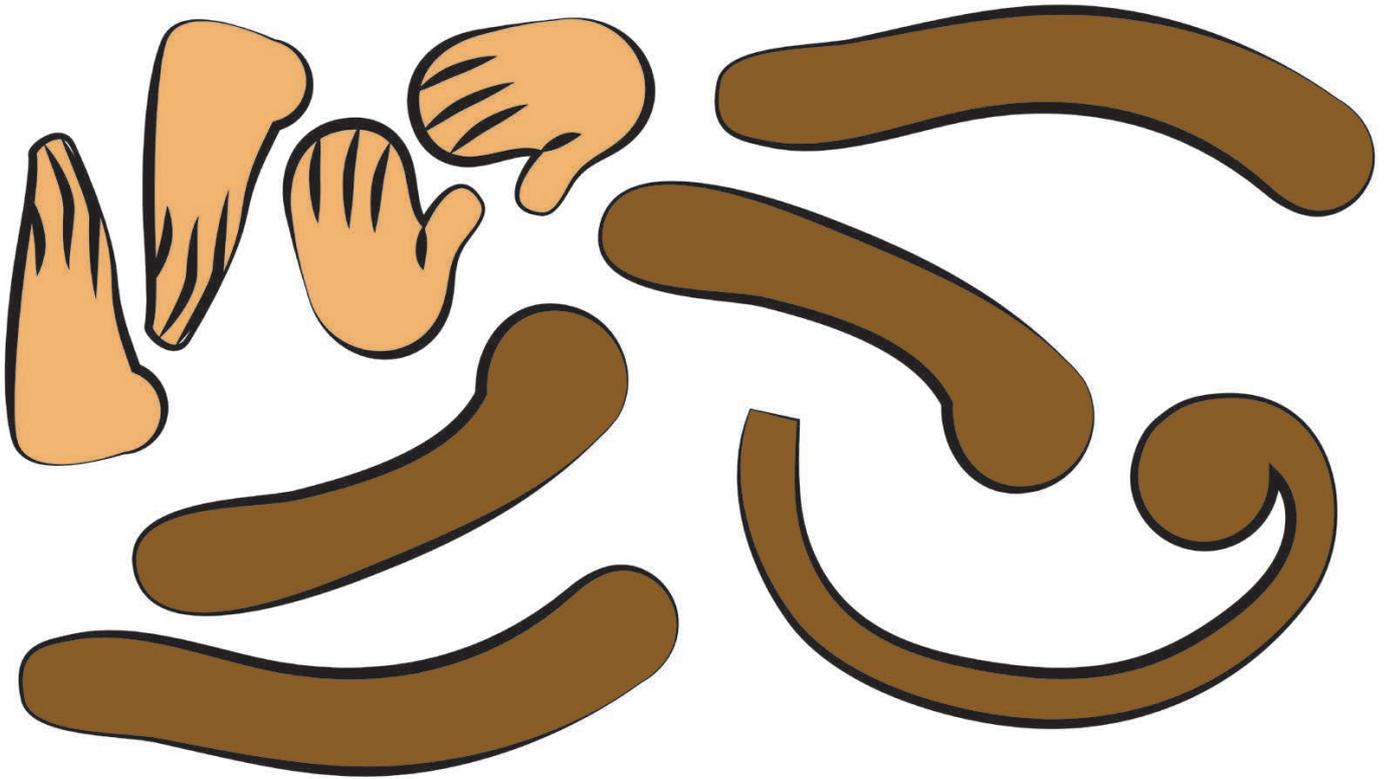
AUDITORY HOOKS and TALK, TALK, TALK: Use Auditory Hooks to grab and hold the child's attention while you use the monkey to role play some actions. Auditory Hooks carry suprasegmental information which can provide additional clues about feelings. Add more information to help the child connect a feeling with its cause, then relate the emotion to something familiar that the child knows. *Wow! Look at the monkey jumping and jumping. Phew! He must be getting tired. Like you after jumping on the trampoline.*



1. Make a Monkey



1. Make a Monkey



ACTIVITY

2. Monkey Bingo

PREPARATION

Print copies of the bananas and the cards onto lightweight card.
Provide one copy of the Monkey Bingo page for each player, also on lightweight card.
Cut up the bananas.

RESOURCES

- Monkeys L1 L2 A2 or Monkeys L3 A2 (advanced listeners)
- Monkeys A2 bananas

INSTRUCTIONS

Together you are going to play bingo.

1. The parent/caregiver and child should cut up the cards together. Talk about what each monkey is doing. Hold the card to the camera to share with therapist. The therapist can find the same card and talk again about what the monkey is doing.
2. Put the cards face down in a pile.
3. Each player takes a different bingo page.
4. The players share the banana cards, each taking some.
5. The therapist starts by taking a card from the pile, and without showing it, talks about what the monkey is doing.
6. Whoever has that monkey on their bingo page puts a banana on top of it.
7. Take turns picking up a card and talking about what the monkey is doing.
8. The first player to get 3 bananas in a row, column, or diagonal wins the game.

KEY STRATEGIES

BUILD AUDITORY MEMORY and ACOUSTIC HIGHLIGHTING: If using Monkeys L1 L2 A2, then there is only one piece of information the child needs to listen for to find the correct monkey. That's the verb. Put the verb at the end of a short phrase for beginning listeners and add a Play Sound if needed. *The monkey is sleeping. (Shhh).* If this is easy, make a longer sentence with Acoustic Highlighting on the verb and encourage the child to repeat the sentence before looking on the bingo page. *The monkey is sleeping on a pillow.* If using Monkeys L3 A2, then the child needs to listen for additional information to know whether to look for one or two monkeys. Use a slightly slower rate of speech to help these grammatical markers stand out.



AUDITORY HOOKS: Capture the child's auditory attention first by using clear and enthusiastic language. *My turn!... The Monkey is eating.* Auditory Hooks get the auditory area of the brain ready to listen to what comes next. In this remote version of the game, a duplicate card might be called. This would be an occasion to share an Auditory Hook. *Oh, no! We had this one already.* Take another. Auditory Hooks are an effective way of helping a child understand emotions in games. *Hooray! I have a row.*

KEY STRATEGIES

AUDITORY CLOSURE: Telepractice can help a child develop an understanding of knowledge access. This is the Theory of Mind skill that we use to determine what information people already know and what information we need to give them. When it is the child's turn to take a card, the parent/caregiver can help by using words that describe what others know or do not know. *(Therapist's name) can't see your card so you need to say, "The monkey is ..."* Use a rising intonation and wait with the expectation that the child will complete the sentence.



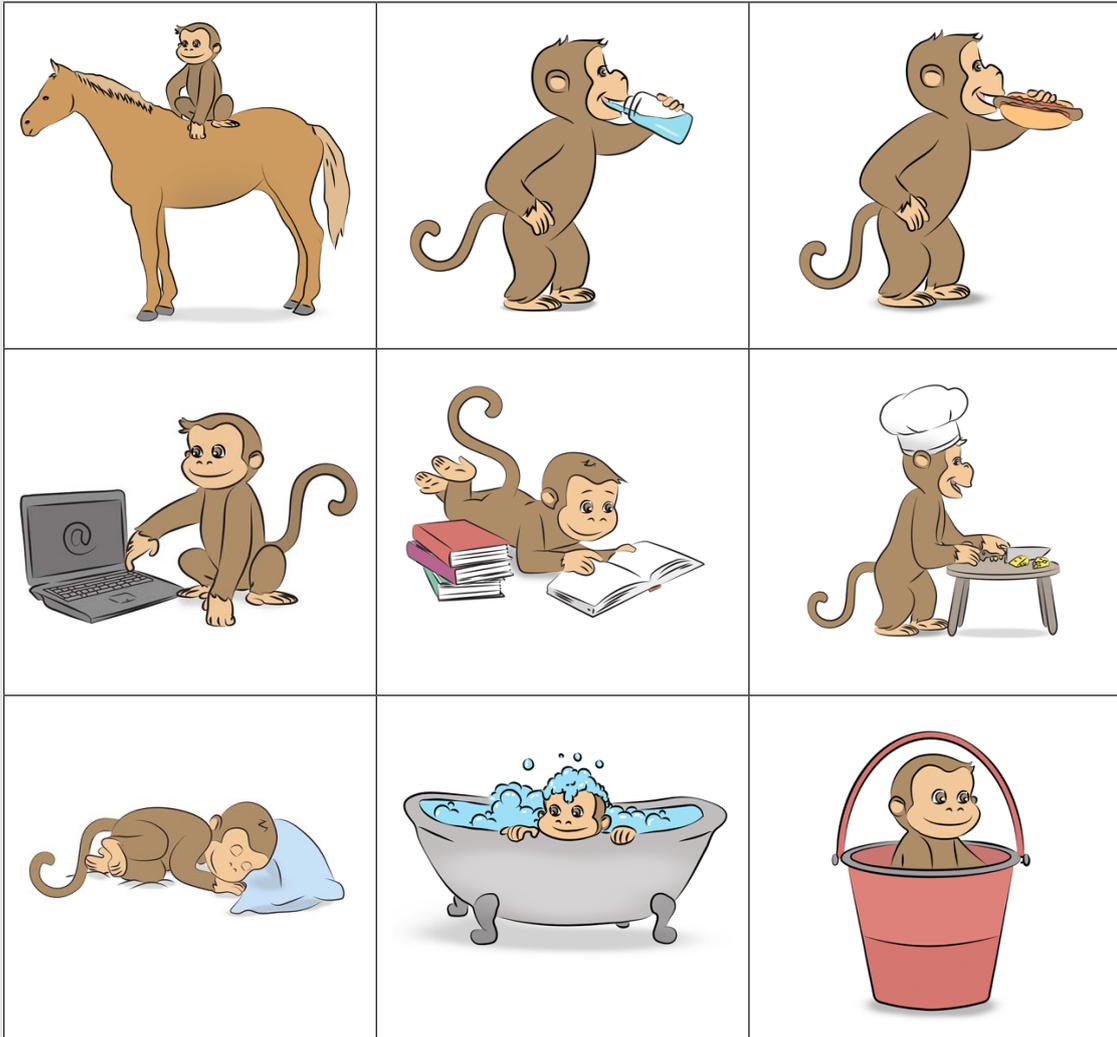
EXPANSION & EXTENSION: Whatever the child says, expand the utterance to highlight the grammatical markers. *The monkey is drinking.* Alternatively, an adult can extend the utterance to highlight the new information that the child could include next time. *Yes, I think the monkey is drinking milk.*

KEY STRATEGY

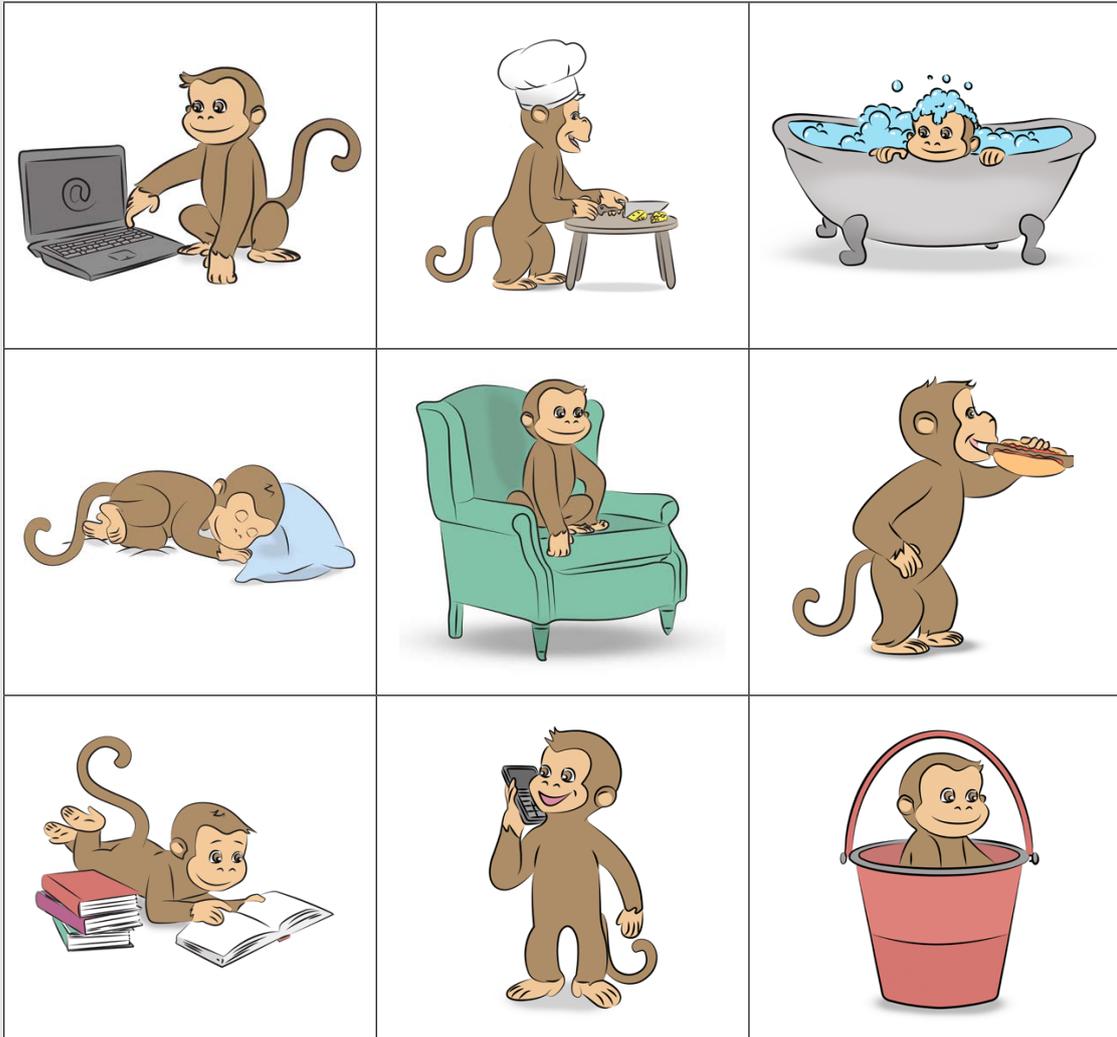
TALK, TALK, TALK: Enjoy these delightful monkey pictures. Talk about what real monkeys do and highlight the humour. *This is a funny one. The monkey is sleeping on a pillow. Real monkeys sleep but not in a bed. Monkeys sleep up in trees. I wonder what countries have monkeys. Let's look it up.* You might be able to find a monkey book at the library or online.



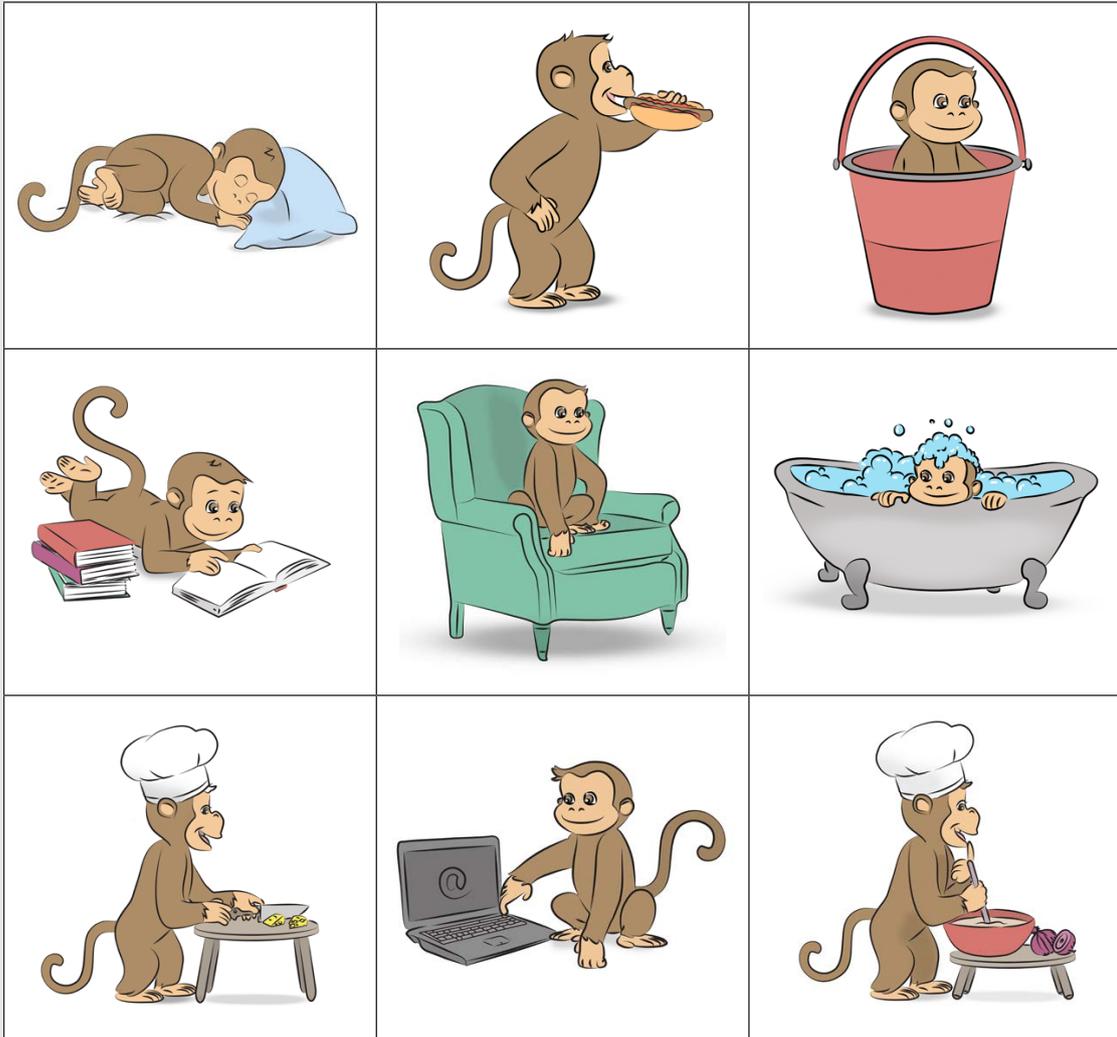
2. Monkey Bingo



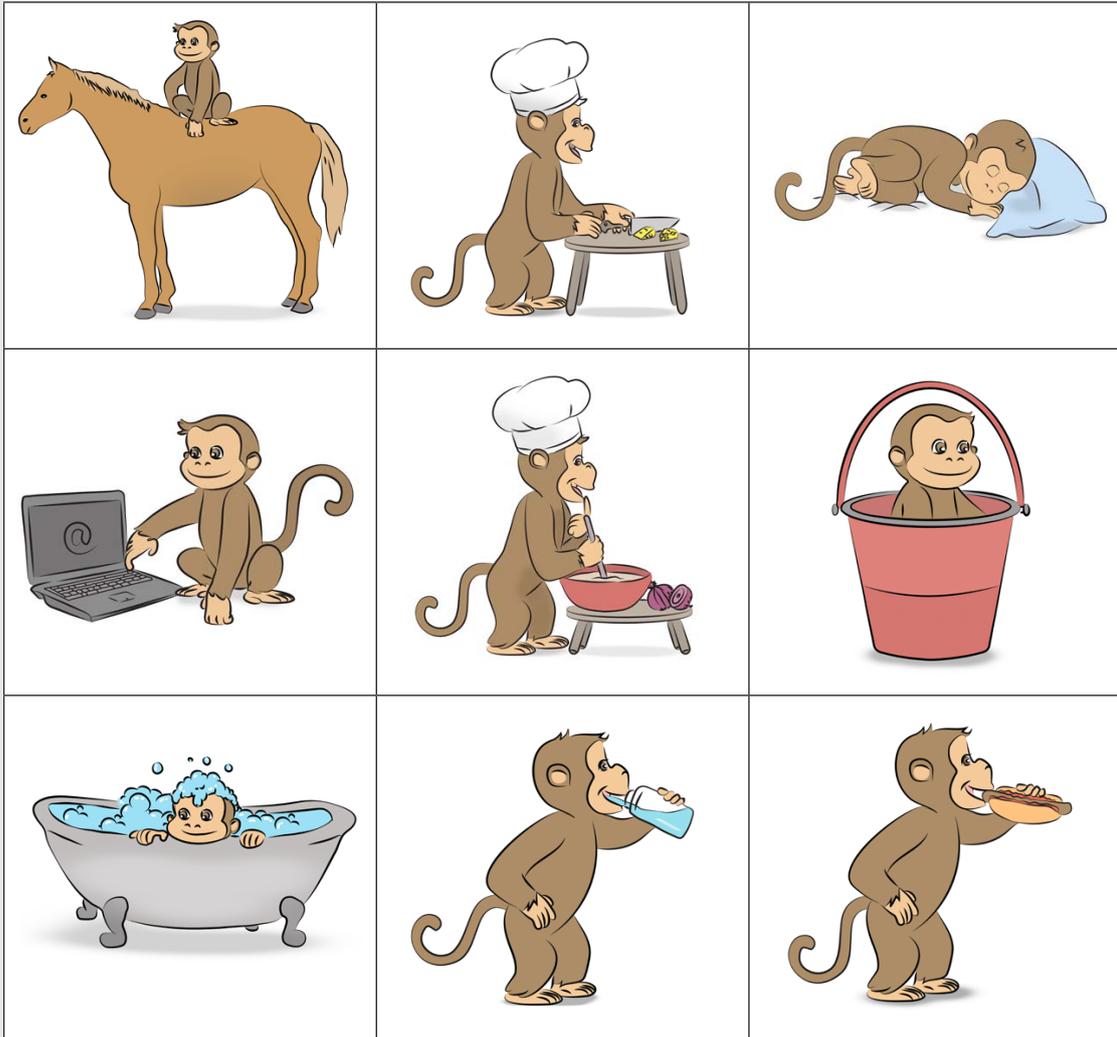
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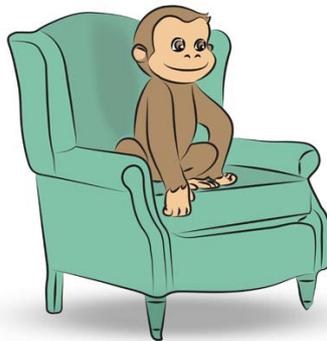
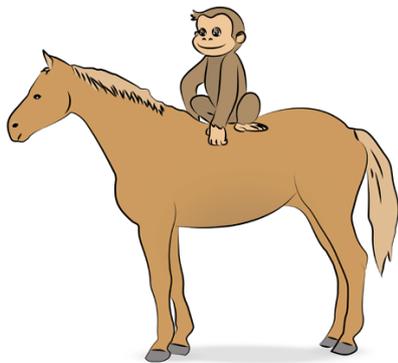
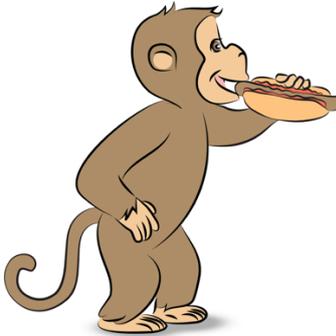
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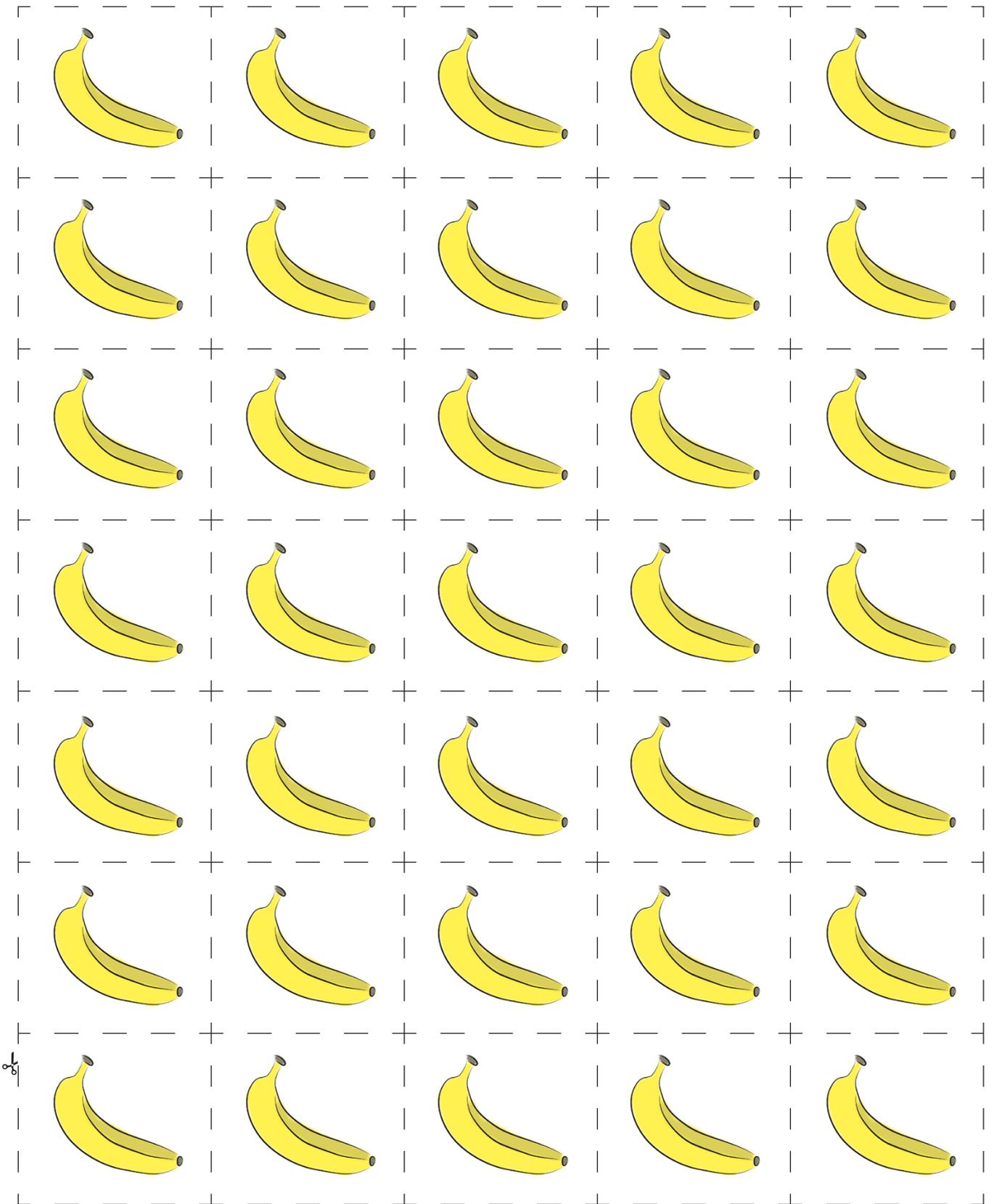
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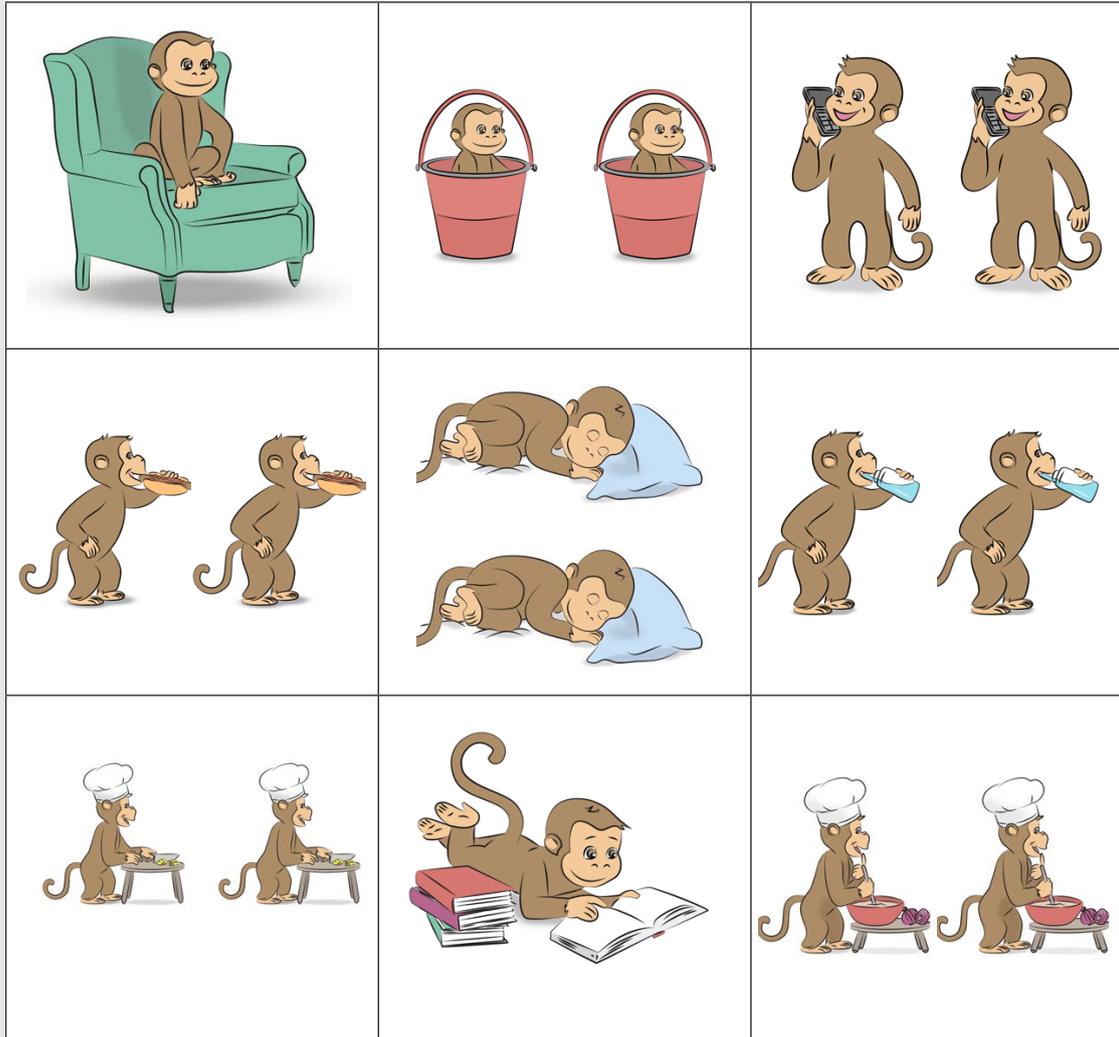
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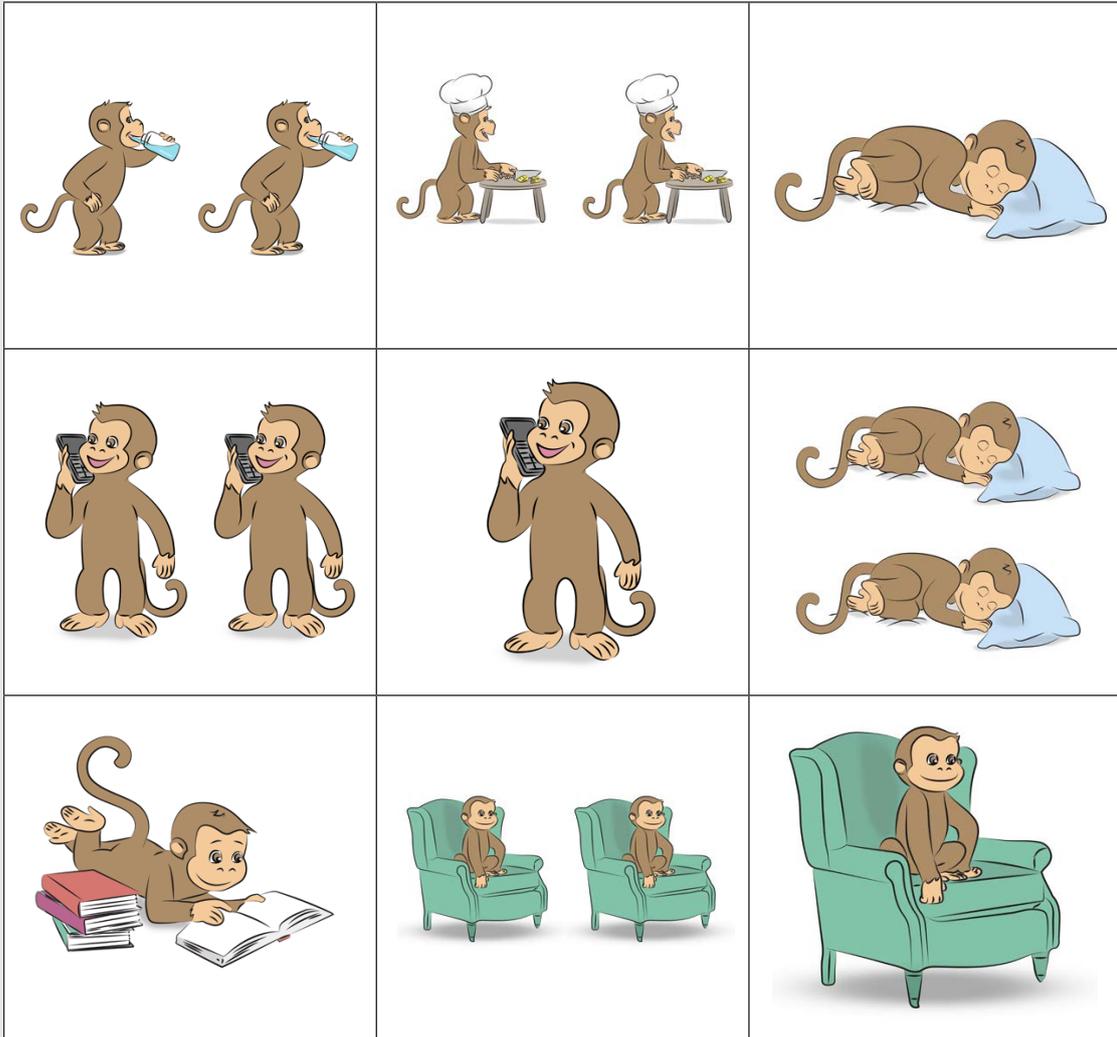
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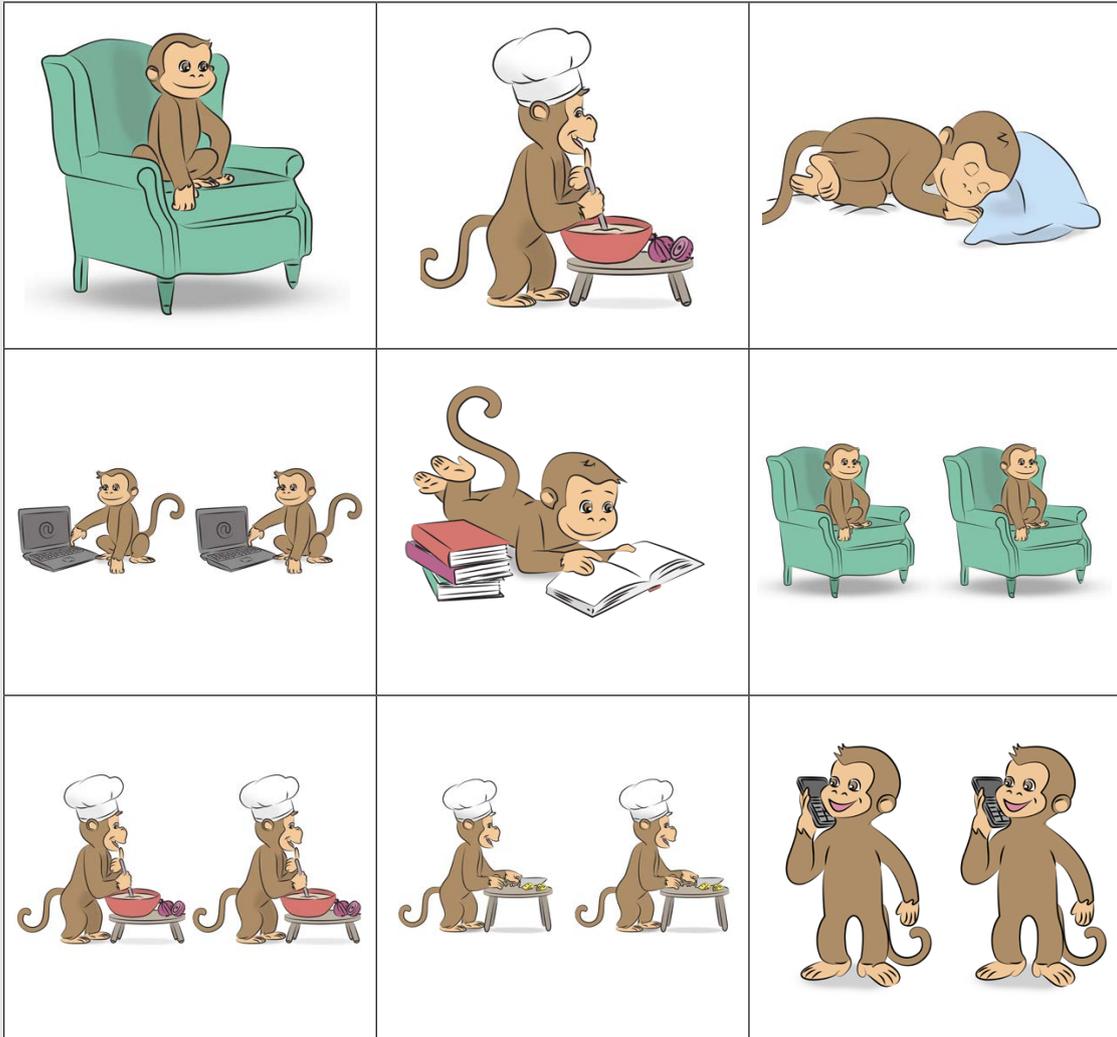
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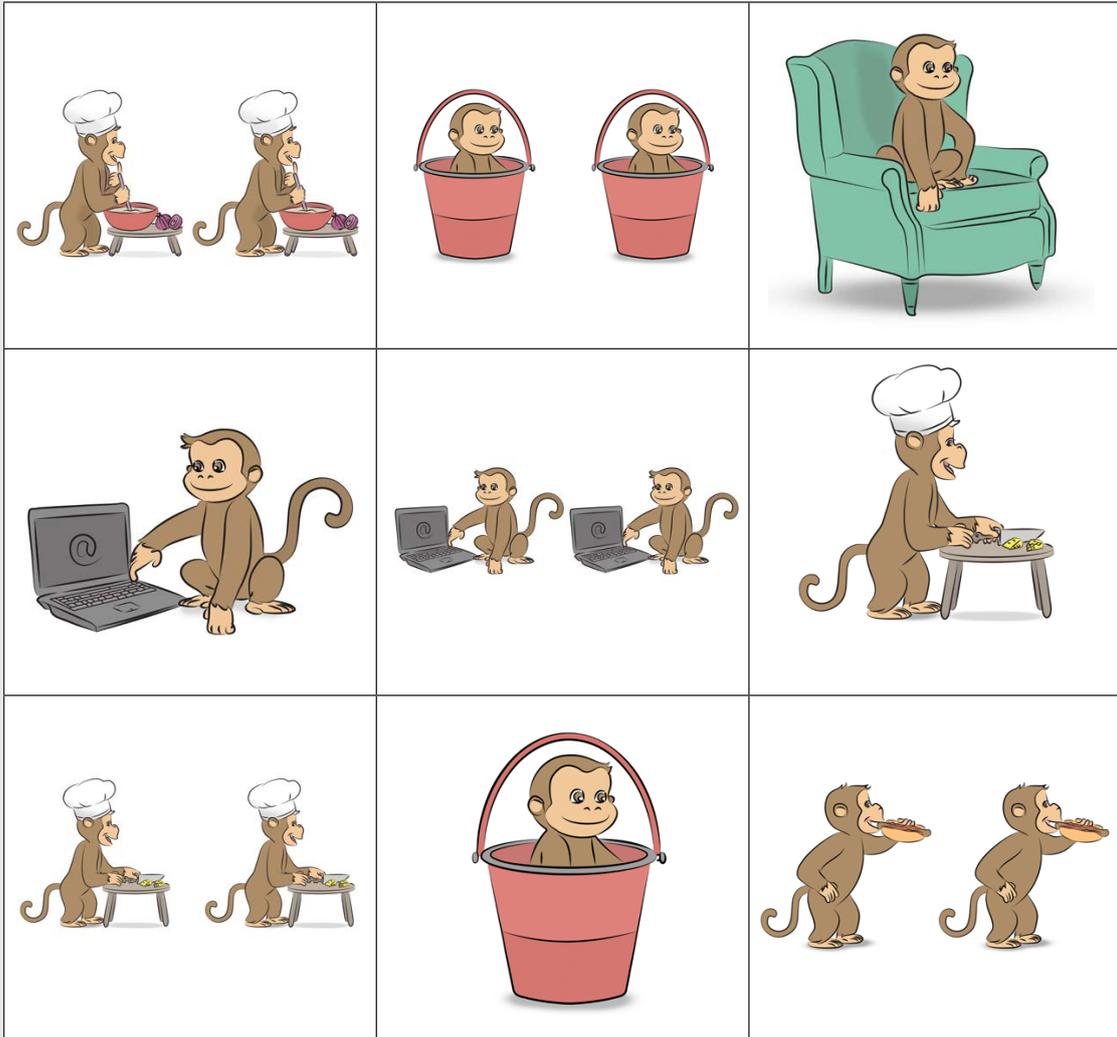
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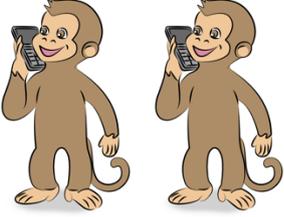
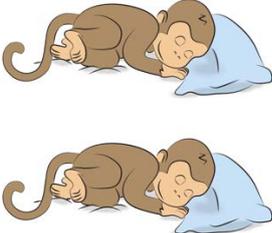
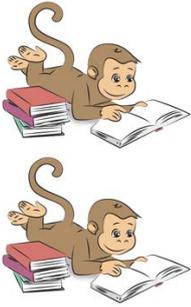
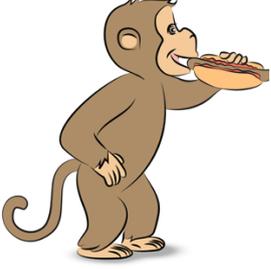
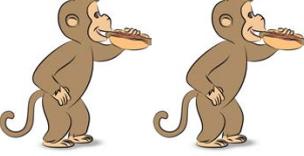
2. Monkey Bingo



2. Monkey Bingo



2. Monkey Bingo

ACTIVITY

3. 5 Little Monkeys

PREPARATION

Print Monkeys A3 onto paper, cut into quarters, and make the booklet or load slide deck onto a device.

RESOURCES

- Monkeys A3 or Monkeys A3 slide deck

INSTRUCTIONS

If using the e-version, the therapist can choose to load the book and share screen or follow along on own device while the parent/caregiver leads the activity.

Sing the song "5 Little Monkeys".

1. If desired, watch the song online at [youtube.com](https://www.youtube.com/watch?v=1111111111)
2. The parent/caregiver can lead the activity by singing each page for the child to try and copy.
3. The therapist will watch and if required, coach the parent/caregiver on the strategies below.

KEY STRATEGIES

MUSIC, MUSIC, MUSIC: This song, like many other songs for children, contains lots of repetition which is perfect for beginning listeners. Move your body to the beat of the song or add an action to match the words on each page. Over time, children typically begin to move to a song's rhythm or add the hand motions when they recognize a familiar song. Alternatively, the song can be chanted as a rhyme with a regular beat on each syllable. Strong rhythms grab the child's attention and make it easier to remember new words.



AUDITORY HOOKS: Once the song has been sung, review the pictures together again. Convey the emotion on each page by adding Auditory Hooks to help the child understand how each character is feeling. *Yippee, oh that looks fun. Jumping on the bed. Uh-oh! She fell off. She might be hurt. Mmm, mama looks worried. She called the doctor. No, no! The Doctor is cross. No more monkeys jumping on the bed.*

KEY STRATEGIES

AUDITORY CLOSURE: Auditory Closure is the process when the child completes a sentence (or line in a song or rhyme). The child must be familiar with the song for this to happen, so sing the first few verses before trying this technique. For children just beginning to talk, stop just before the last word. Leave more words to be completed as the child's speaking skills develop. If needed the therapist and parent/caregiver can work together to show the child how to complete a line of the song as a model of Auditory Closure for the child.



WAIT, WAIT & WAIT SOME MORE: When using Auditory Closure, it is important to provide the child with plenty of time to recognize the opportunity to speak and then remember the words required to join in. It can be helpful for the therapist and parents/caregivers to count silently and slowly to five while using an expectant look. If using the animated slide deck, combine Listening First and Wait, Wait & Wait Some More. Sing the words, wait expectantly for the child to copy or complete verse, and then click to start the animation.

KEY STRATEGY

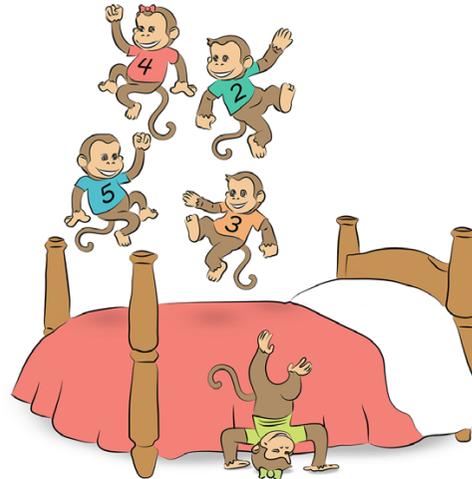
TALK, TALK, TALK: Understanding emotions and what triggers them is an important Theory of Mind skill. Use this resource to start a discussion about accidents or injuries involving a familiar person. Talk about different ways to be helpful when someone is hurt. It is possible to do this even with beginning listeners. *Oh, no! Ouch. She has a sore head. Where's mama?*



3. 5 Little Monkeys



5 little monkeys are jumping on the bed.



One fell off...

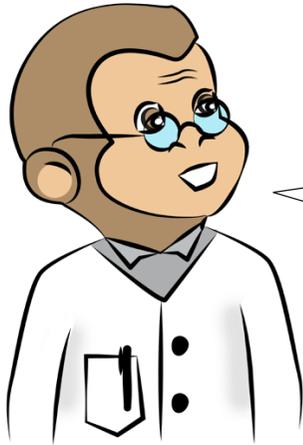


and bumped her head.



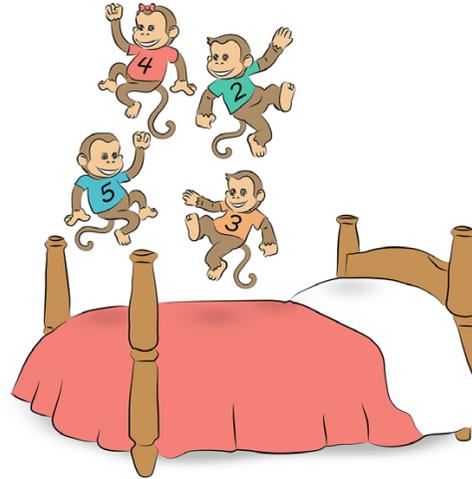
Mama called up the doctor

3. 5 Little Monkeys

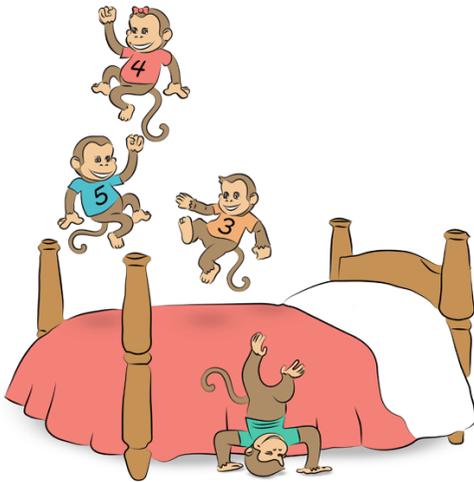


and the doctor said,

No more monkeys jumping on the bed!



4 little monkeys are jumping on the bed.



One fell off...



and bumped his head.

3. 5 Little Monkeys

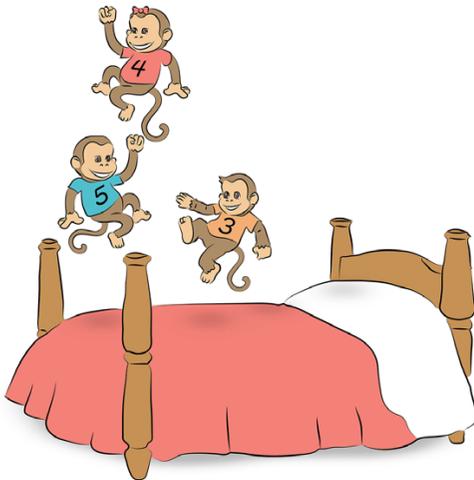


Mama called up
the doctor



and the doctor said,

No more monkeys
jumping on the bed!



3 little monkeys are
jumping on the bed.



One fell off...

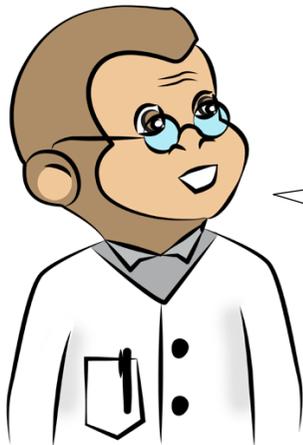
3. 5 Little Monkeys



and bumped his head.

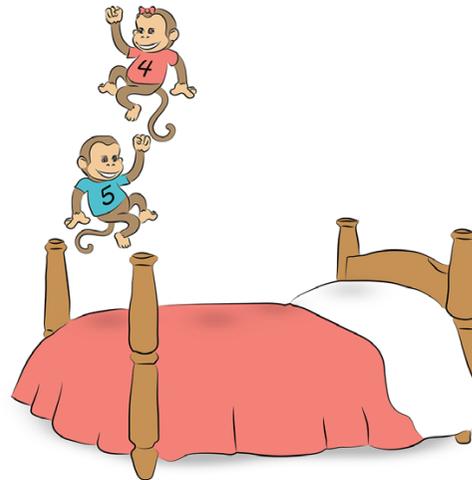


Mama called up
the doctor



and the doctor said,

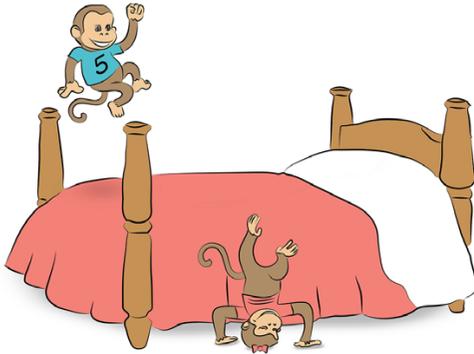
**No more monkeys
jumping on the bed!**



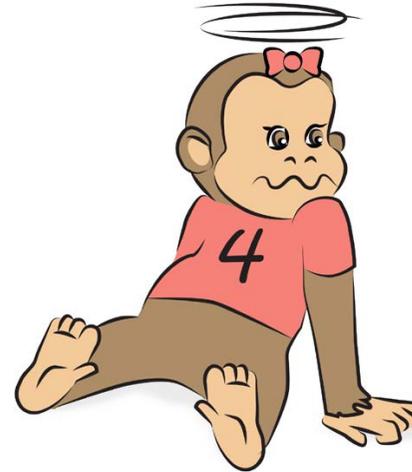
2 little monkeys are
jumping on the bed.



3. 5 Little Monkeys



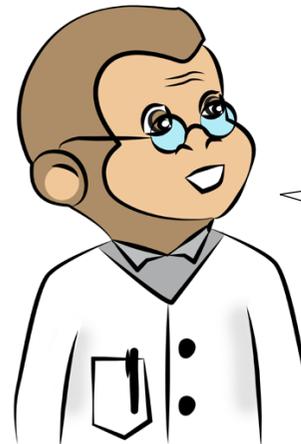
One fell off...



and bumped her head.



Mama called up
the doctor

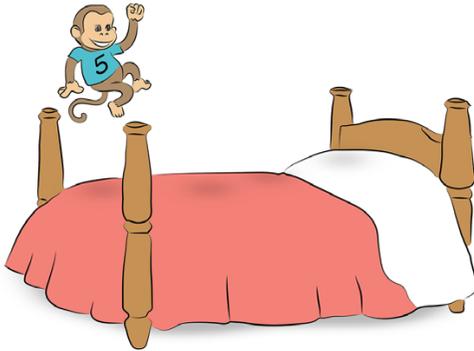


and the doctor said,

No more monkeys
jumping on the bed!



3. 5 Little Monkeys



One little monkey is jumping on the bed.



He fell off...

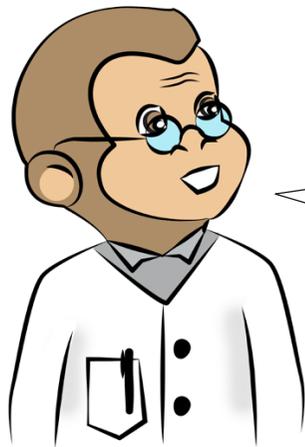


and bumped his head.



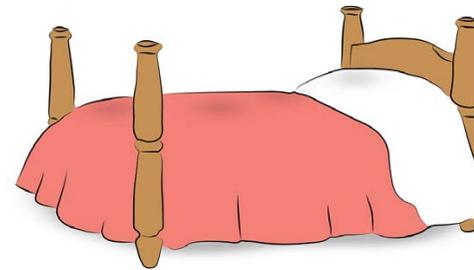
Mama called up the doctor

3. 5 Little Monkeys



and the doctor said,

No more monkeys
jumping on the bed!



ACTIVITY

4. Where Is The Monkey Hiding?

PREPARATION

Print the resource onto lightweight card.

The parent/caregiver and child are going to play "Where Is The Monkey Hiding?"

The therapist will watch, coach the parent/caregiver on the strategies listed below, and give feedback on the child's performance with respect to the goals.

RESOURCES

- Animals A4
- 4 (not see through) plastic cups or small bowls
- sticky tack (reusable adhesive)

INSTRUCTIONS

1. Together with the child, cut up the pictures. Talk about the furniture items as you cut.
2. Stick a narrow strip of card in a circle low down on the back of one monkey. This should allow the monkey to stand up. The other monkey is a spare.
3. One-by-one, or two-by-two, ask for furniture items to stick on the upturned cups.
4. Explain and demonstrate that you will hide a monkey under a cup.
5. Say, "Close your eyes." and then hide the monkey.
6. Say, "Open your eyes." and ask, "Where is the monkey?"
7. The child keeps guessing until the monkey is found. Then swap roles.

KEY STRATEGIES



BUILD AUDITORY MEMORY: Asking the child to find the furniture items provides an opportunity to check auditory memory. To begin with, children can only catch one piece of information, and it is easiest at the end of a sentence. *Can you give me the bed?* The next step is to attend to one piece of information in the middle of the sentence. *Let's put the chair on this cup.* If the child can find the chair, then move up a level to two items. *Can you get me the table and the bookcase?* Another way to challenge auditory memory is to give a description instead of labelling the object. *Find the one that we turn on at nighttime.*

AUDITORY HOOKS: For beginning listeners, it is valuable to teach a cue to listen. Point to your ear and say, "Listen!" Use an interesting voice to capture attention. Use this *Listen!* cue just before checking Auditory Memory to be sure the child is attending. As listening skills progress, reduce the use of the *Listen!* cue to help integrate listening into the child's personality.

KEY STRATEGIES



USE CHOICES: Answering questions is challenging for beginning listeners. If the child is having difficulty, avoid directly responding to your own questions. Instead, rephrase the question using a choice. *Do you think the monkey is under the table or under the bed?* Another idea is to use the therapist to model how to make a guess and answer the question. For example, the parent/caregiver could say, (*Therapist's name*) *Where is the monkey?* To which the therapist might respond, *Oh, I think it's under the table.*

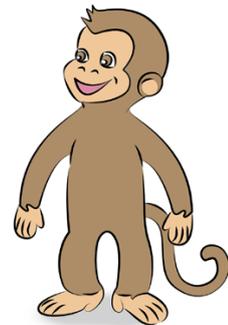
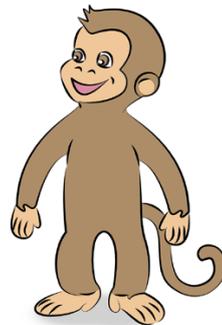
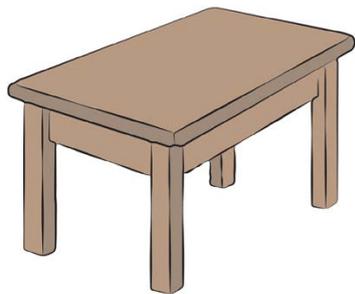
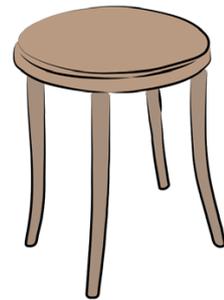
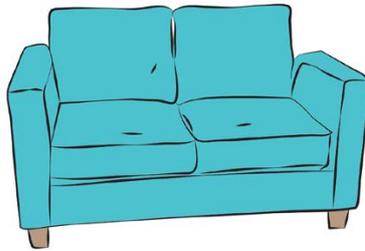
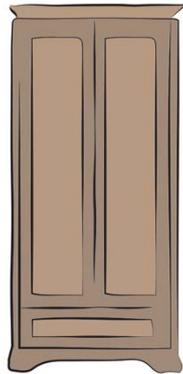
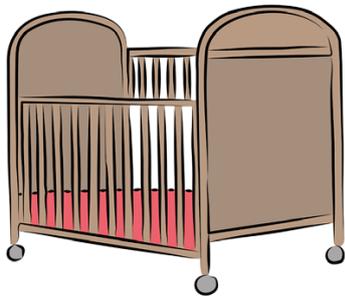
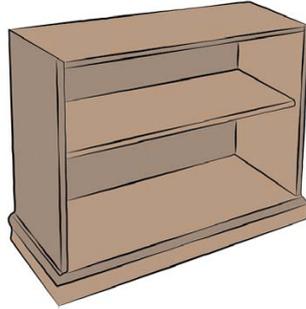
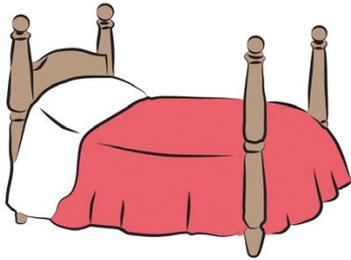
TALK, TALK, TALK: Talk about the function of the furniture pieces. This is a great way to build vocabulary and model different sentence structures. We use chairs like this when we sit to eat our dinner. *Stools are useful to stand on and reach things that are high.* Use these sentences to give a clue about where the monkey is. When it is the child's turn to hide the monkey, ask for a clue. If this is challenging for the child provide examples in a choice question. *Is the monkey under the one we sit on or the one we sleep in?*

KEY STRATEGY



ACOUSTIC HIGHLIGHTING: Children can find it difficult to withhold information. One reason for this is that young children believe that everybody knows the same information they know. If they put the monkey under the bed, then they think others know even if they didn't see it happen. Around the age of three, typically developing children learn that they might know information that others do not. This is a sign of Theory of Mind development. Using Acoustic Highlighting on verbs that describe mental actions or states can help children develop Theory of Mind skills. *I think it is under the chair. I'm not sure. I'm just having a guess.* You might need to use an Auditory Hook to prevent the child from showing you where the monkey is. *No! Wait. I want to guess.*

4. Where Is The Monkey Hiding?



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