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Speaker: Donna Sorkin

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>> Donna: Okay, I'm back. Looks like everything is where it should be now. We will be starting in just about 10 minutes. In the mean time I just want to remind everyone we will be offering CEUs today from ASHA and the American Academy of Audiology. We are not able to offer CEUs from AG Bell for this particular event because it's an adult event. They don't issue LSLIS credits for purely adult events. Just those two for today. You do need to be registered for Audiology Online's Open Access Program which provides unlimited numbers of CEUs in the year in which you join and that's \$99 a year. You can do that on their website. As always Cochlear will be offering a certificate of participation for any one who would like it and needs it. And you can receive that by returning the feedback form and that's in the file share area on the left side of the screen and just click on it and then say save to my computer and send that back. I love to hear from you and just know what you're thinking about our courses. And then below that in the file share area are the slides that I'll be using today and those are also available in the same fashion by clicking on the file and saying save to my computer. As always, this will be recorded for playback at any time. We usually get it up on the website within about three days. You find it in the Cochlear America's website and I have given you the web address right there in the chat box. So that then will appear in the recorded area and then everything is organized by modules so this one should go into the adult module along with a number of other courses we have on the topic of adult rehabilitation. We're building that area up and

this is a nice set of information for all of you that are interested in adult rehabilitation. Let's see, what else do I have to say? Just reminding everyone we have well over 100 recorded and archived courses so if you have missed one of our past courses and you want to catch up you can do that. We offer those for CEUs always, even though they're recorded you can still have the same CEUs. This particular course with the captioning platform that our wonderful captioner is using now is designed such that the captions stay with the course so those of you that might want to recommend this course to patients or if you're recipients and you want to tell a friend about it, the captioning will stay right with it as if the person was at the course. The only thing they won't have is me chatting with them at the beginning so that's no loss. I guess that's all I need to be talking about before and we'll be starting up in just a short time so you still have time to go get a nice glass of water or some tea if you're in a cold place where I am today. I live outside of Washington, D.C. and it's only about the 30s today. It finally got really cold. We'll be back with you shortly. Thanks so much for being with us for our HOPE Online course this afternoon and we'll be starting up in about eight minutes. Thank you. It is Donna Sorkin from Cochlear America's HOPE Program.

We're going to go ahead and put some polls up before we start the course. I would love it if everybody could just fill those out so we have a sense of who you are and if you have been with us before. So those will appear right on your screen right now. We're interested to know if you're a professional providing services or planning to provide services to adults. Also if you're an adult with a hearing loss we would love to know that. If, yes, you are a Cochlear implant recipient. And I think we're probably also

going to ask you if you're using the captioning and if you have taken HOPE courses before. If you could just fill those out we'll get that done before we actually start the course.

This is really interesting. We have a lot of new people on with us today. That is really great. We welcome all of you for whom this is your first experience with HOPE Online. We hope you love it. We also have a number of adults on with us today who have Cochlear implants so I'm delighted you're here. Thank you so much for joining us. Please do fill out the feedback form. I would love to hear from you especially about how this format worked from you. Just to remind everyone the feedback form is in the file share area of the screen and you just want to click on feedback form and then save to my computer and then you can deal with that later and just send it back to the e-mail address on the form so that would be really, really helpful to hear from that -- hear from you on that. We do take questions at these courses and you can submit your question by typing it in the chat Q-and-A box on the left side and just type it in there and then say submit question because it is just hard to talk and move the slides and read questions at the same time. So I will take them up at the end so please type them in whenever you want and I'll deal with them later. I do love it when you put in questions. It makes the whole talk more interesting for everyone so please do put your questions in. And let's see, we've got a fair number of people who have responded. My definitive clock is my cell phone. It says we have two minutes before start time. Let's just leave them up for a minute more.

Jeanette, our wonderful captioner, you'll be delighted to know there are

seven people using captioning today which is fantastic. I'm so glad we have this service available.

Let's say some hello to say people who are on with us that I recognize. Anirban is from India and he's with us in the middle of the night. Thank you, Anirban. And Don Halpert is from the Canadian hearing associate. Thank you, Don, for being with us and I hope this is helpful to you and you let your members know. We're going to go ahead and take those polls down and be ready to start in just a minute.

I think we can probably go ahead and begin. Good afternoon, everyone. This is Donna Sorkin from Cochlear America's HOPE Program and I would like to welcome you to our session today using listening tools to help adult recipients reach their personal best.

And this is part of our HOPE program for those people who are new to HOPE. We do have a range of materials for all of our recipient community and the professionals that serve them and this, of course, is directed at adult Cochlear implant recipients, their family members and professionals working with adults.

That is a visual image of me so you can have a picture of who is talking to you today. I am advocate for parents and adults with hearing loss. I work very intensively on developing resources for all of those various groups at Cochlear under our HOPE program. I also lead our public affairs activities for the company and live just outside of Washington, D.C. Formerly I was the Executive Director of the Hearing Loss Association of America and

also at AG Bell. I served on the U.S. Access Board which is our federal agency concerned with access in the United States and worked on the regulations for a number of our federal laws. And I conduct applied research on the needs of children, parents and adults involved with cochlear implantation. I'm a Nucleus 22 Recipient. As of yesterday 18 years. So I'm still excited everyday of my life to have a Cochlear implant and continuing to improve every day.

So our agenda today is to have an overview of adult rehabilitation and the benefits, use and demonstration particularly of some home practice tools. That's the meat of the presentation really. I'll give you some additional resources that might be helpful and then we'll have some discussion and questions for you.

So let's talk first about rehabilitation for adults after a Cochlear implant and who might benefit from using various listening tools.

I think that adults of any age benefit from a period of rehabilitation after a Cochlear implant. That doesn't mean that everyone is encouraged to do that but I think everyone should have some rehabilitation and that will vary by the individual's hearing characteristics how long they have been deaf, whether they were prelingually deafened and if they have any other kinds of issues going on. Sometimes in an older person they might have some cognitive issues. So all those kinds of things play into what the rehab program looks like and how long it should go on.

The tools that I'm going to talk about today, all are things that you can use

at home; although it's probably a good idea to have some oversight by your Cochlear implant audiologist and/or a hearing rehabilitation specialist to make sure you're using them properly and, also, so they have a sense of what your outcomes are.

Sometimes people say to me is it too late to start? I've had my implant a couple of years. And the answer is, no, it's never too late to start. You can always improve even old timers like me have some weak areas that can be addressed with specific exercises or tools but if you have the opportunity to start right after your Cochlear implant activation, it's a good idea to do it then because it will speed up your progress. So, yes, right after you start is great, but don't limit yourself if you didn't have that opportunity. And a really classic example is using the telephone. I can't tell you how many times I've met adults and teens who are great Cochlear implant users but then they say to me, oh, I can't use the phone. You know, the phone is beyond me. And it's really just because they haven't mastered some of the details of using the phone and had some practice at it because any good Cochlear implant user is going to be able to use the telephone. That's a really good way to think about it.

So why do adults need listening tools? We have this great technology so you may think, ah, we have great technology. You automatically are going to have better hearing and, of course, you always want to match the right technology to a person's hearing loss. But understanding speech and getting the maximum benefit out of that technology is more than just the technology and people rely on a lot of different skills when they're listening with a Cochlear implant in many of those skills can be improved with

training and with practice and so that's really what rehabilitation is about. And, you know, we're all different. You may have had a progressive loss and been without full access to sound for a long, long time. so if that's the case, you may need help in learning to recognize speech and environmental sounds again, so that's one important benefit.

Sometimes when we have been relying more on visual than auditory, we don't trust our hearing and we may rely too much on a visual or we may have developed some strategies that helped us when we didn't have very much hearing but are not very productive later on. So we have to break down some of those old habits and learn to integrate the new sound to the maximum extent that we can.

And for those who are prelingually deafened, the Cochlear implant may provide greater access to sound than a recipient ever had before and. So. those kinds of individuals will definitely need some rehabilitation.

Another example is somebody who has received a bilateral Cochlear implant and they -- they want to learn to maximize what they're getting from that implant and integrate the sound on both sides and so that's another important reason to pursue rehab. So regardless of one's hearing history, rehab should at least be considered.

I see that our captions have broken down and I'm wondering if I should stop -- if anybody wants me to stop, send me a note in the submit questions box and I will stop until the captioning comes back. I'm going to keep going unless I see someone who's telling me to stop and I'm going to

try to speak very clearly.

So let's talk about auditory therapy and what that means for adults. Basically -- there it is back. Thank you, Jeanette -- utilizing listening activities to help the recipient adjust to the new signal and it can be working on parts of speech and it can be words or phrases that you encounter on a regular basis. And always it means integrating the new hearing that we're getting into a previously established communication system that we very well may want to modify to take advantage of that new signal and not rely so much on visual information.

So now let's move into the main part of my talk today, the meat of the talk which are some listening tools that individuals can use. Those of you who are professionals on with us today you are in the majority tools that you can share with people that you're working with. So I'm going to talk today about these types of tools. We're going to talk about listening exercises that someone can do with a friend or a family member. We're going to talk about interactive computer software. I'm going to demonstrate a music rehabilitation product that we have. We're going to talk about audiotapes or audio books. And then I'm also going to demonstrate telephone training so those are the things that we're going to look at. All of these rely very heavily on the concept of repetition and redundancy. And those in hearing habilitation just like some of the sports that we love like golf and tennis and skiing and dancing where you -- you practice to get better at that particular sport. The same is true with listening and developing skills in that regard because what we're doing is providing the opportunity for our brains to learn new sounds so this is part of why we do this. These are tools that



you can use at home but I also encourage you to work with a rehabilitation professional if you can to oversee what you're doing. It is very important to use these tools repeatedly, if possible everyday over a period of time until you have reached the level that you want to be at with that particular skill.

So I'm going to start with a really simple one called tracking and here is a visual of what it might look like. You see a gentleman and his wife seated in a quiet place in their home and let's just assume that the man has a Cochlear implant on his left side right there. So he is seated where he should be with the speaker on his implant side. They're sharing a book. This is an exercise that is really great for newly activated recipients. What I find very often with people who have just been activated is they don't really recognize how good they're actually doing and what this exercise does is show them that they really are able to hear pretty well with their implant.

So what these people are doing is they're reading to each other back and forth and eyes are on the page so that as she reads to him he's not looking at her lips. He's relying entirely on the auditory information that is coming in and he's tracking what she's saying on the page. So when you do this you want to start out easy. And then work up to more difficult content and also make it more difficult in a way that you read and use a regular volume. You don't want to speak in an unnatural way. You want to be in a quiet place. You want to use speech that is full of expression and natural rhythm because that's really helpful. Never should someone speak in an exaggerated way and overemphasize certain words because that makes it really hard for us to understand speech. So always using expression and

natural rhythm and starting out slow and then stopping in a natural breaking point initially that can be in a paragraph ending or the end of a sentence and what they're going to do is rotate back and forth between the recipient and their assistant reading and stopping and then you can add difficulty by stopping mid sentence and by adding some speed.

So I was going to demonstrate this for you but my partner didn't show up so I'm going to read and show you this. I'm going to just tell you when we're going to change to a different partner. The piece that I'm going to read to you is from a newspaper article that ran recently about a new book on Lincoln. I chose this just because I thought it was interesting and that's exactly the way your recipient should choose things. They should choose anything that is interesting to them because that will encourage them to pursue this task.

So I'm starting out reading and he pictured the tall man in the stovepipe hat walking at dusk through the fallen leaves. Okay, we're going to change speakers. Coming slowly down the winding path, past those two stone mausoleums passing before the one with the dark iron gate. Change of speaker. The greeting man whipped off his hat, ducked his head and entered alone. Change the speaker. To stand for a moment by the child he had lost in the White House in the winter of 1862. Okay. So if you found that as you did that it was a very easy task for the recipient, you'd pick up some speed and you would also begin to stop in places that aren't a natural stopping point. So I'm going to start again here. Here, more than any other place in Washington by the secluded too many carved into a hillside on Oak Park Cemetery I'm going to stop and change speakers. He

feels the mournful essence of Abraham Lincoln. Down by the agony of the Civil War deaths of two children and the loneliness of a President seeking to preserve a nation ripping itself apart. So I'm going to stop there because I think that probably gives you the idea and move on to another tool. They're doing it laying down. You can do it that way, too.

So let's talk just a little bit now about some listening exercises and these exercises that I'm going to share with you all come from a very nice guidebook that we offer from Cochlear called Adult Rehabilitation, A Guide for Professionals, and it was written by Karen Pedley. There is a typo there. I'm sorry. And others from Australia and New Zealand. A very nice resource. Starting with analytic training, analytic training is actually a form of bottom-up processing and it consists of hierarchical series of exercises or drills and it's based on the fact that speech is understood by recognizing the smallest of distinguished linguistic features and applying them to a higher level of speech. We know you wouldn't just do analytical training and do other kinds of rehabilitation. It's done as part of other training that you would do with an individual. So some examples of analytic training I've listed here syllable counting and word stress, vowel and consonant phonemes, high and low frequency identification, et cetera. The one I'm going to demonstrate you is the one for consonant phonemes. I have just taken one example from this manual and it's on phonemes, common consonant confusions and these are two phonemes that we typically confuse, someone a hearing loss might confuse these. The way it works, the person who is going to either be the trainer or the rehabilitation specialist would say, okay, I'm going to say two words. I'm going to point to each word as I say the word. And then I'm going to randomly repeat

one word and then I would like for you to repeat the word that I have said. So fail and shale you would say and point to fail and point to shale and then the recipient would say the word that he or she thought that they heard. If they get it right you say good and you move on. If they get it wrong you would want to repeat it again so they got feedback loop or have them say it so they hear the difference in the two sounds and so you would go through those.

This is also a great exercise to send home with someone to practice with a spouse or a friend or a family member and particularly if you find consonants that they have difficulty with and you can of course do the same thing with vowels and there are examples of all of these in that guidebook that I mentioned.

So synthetic training is another kind of training that we can do and it provides really a better approximation of the kinds of tasks that we all encounter in everyday communication. For example, clarification strategies are one type of synthetic training and it's also something that people often have gotten into bad habits with when they have less hearing so someone, for example, it is not at all unusual to hear an adult who has had a hearing loss for a while and they miss something that someone has said and their response is huh? And that is not very helpful to anyone and more helpful would be to say, I believe I say what I thought you said but I missed the last part. That at least is using some of what you heard and giving the other person a clue about what they need to repeat. You can also power phrase. You can repeat what you know you've heard. Because what we find sometimes as we get lazy and often we are hearing

more than we think we're hearing so here is some examples of different synthetic exercises that individuals can utilize to practice and the one that I'm going to show you as part of this is the topic of a conversation using a word exercise. Here is the example. So in this case we're going to have unrelated sentences but each of them will have a clue at the beginning. So in this case a clue word is introduced that is designed to help the person repeat the sentence through the clue -- the clue word does not actually appear in the sentence. So you would want to say the clue word. So the first one is music. And then you would say the sentence slowly with normal intonation and expression and you would say music. She plays the piano and the violin. And then you would ask the person to repeat the sentence. And if he or she thinks he doesn't know, you want to encourage him to guess and provide all the correct words that they know because this is all part of that business of people thinking they haven't heard and encouraging them to trust their hearing. And if the person is having difficulty you can give them some key words from the sentence and even show them a keyword from the sentence and have them try it again. So these are all examples of key words and sentences that you could use. The second one is weather. There was a thunderstorm last week. Bird. There was a nest in the tree. In each case the individual would repeat back what they had heard in that sentence.

So I should say there is lots of different examples of this in that guide that I mentioned and there's also a video that you can -- that you can watch. Someone practicing rehabilitation. And those exercises are all available on a CD so if you were a therapist working with an adult you could actually print them out from the CD and send that home for the person to practice

with at home continuing what you've started in a therapy session.

For those adults that are on today if you want to get a copy of that you also can. It is really designed for a professional but I think if you take the time to read the instructions and follow them you can do that. Again I recommend working with your professional as you do that. That book is \$30 and it's available from Cochlear.

So the next one that I want to talk about is Sound and WAY Beyond and it is a product that is an interactive computer software and it's really a tool to build listening schools at home and at your own pace. It's very nice because there's actually a test when you start out with it that places you where you should be in terms of your own skill level.

It is effective. There has been research on it that has shown that using it in the recommended way can improve targeted phonemes by as much as 15 to 20%. And I have given you a citation there but there is actually many, many studies that have been done on this product.

It's really great for the new recipient but it is also good for someone who wants to improve because of the different skill levels that it has and it is totally self-directed and then I've listed the different categories that it includes, pure tones and vowels, consonants, environmental sounds, monosyllabic words, sentences, musical instruments and familiar tunes and there was an advanced module added recently for those of you familiar with this product from before includes telephone training, listening and noise and open set and melodic training that I'm going to show new a

little bit. It does have printable reports for the person to print out and they can take that in and show it to professionals that they're working with.

At this point what I would like to do is actually take you to Sound and WAY Beyond and let you see it. Okay. So hopefully you're able to see my computer screen now with Sound and Way Beyond . Melissa, come on and tell me.

>> Melissa: Yes, we're all good.

>> Donna: Okay, thank you. Okay. Good. So if you look on the left side there you can see all the different modules that are available on this product and I'm going to start out and show you vowels. I'm going to click on vowels. I am going to go into the training. I just want to make sure I have got this turned up nice and loud so people will hear it. Okay. So I'm going to go into training. You can see there is different levels here. Let's start say on Level 2 so you can see kind of at the easy end.

>> Speaker: Date, dote. Dote.

>> Donna: So in that case we were presented with date and dote and then the person would pick the sound that they thought they heard.

>> Speaker: Dell. Doll.

>> Speaker: Dell.

>> Donna: So I'm going to pick the wrong one. I want to show you what happens.

>> Speaker: Dell. Doll.

>> Speaker: Seep. Sop.

>> Speaker: Seep.

>> Donna: So the answer is seep. But I'm going to stop there and move on. I wanted to just point out a couple of things about it. This is pretty

easy. The pace is pretty slow which is -- makes it easier and each time they're saying each of those words for you. But if we change and move into say Level 5. Let's go hard.

>> Speaker: Pup.

>> Donna: You can see that is a lot harder. There is background noise. There is more things going on.

>> Speaker: Pop.

>> Speaker: Pool. Pool.

>> Donna: Okay. I'm going to pick the wrong one just to show you again.

>> Speaker: Pool. Pull.

>> Donna: Okay. I wanted to show you the sentences. Okay. Let's start again kind of at the low end. Let's start at 1.

>> Speaker: The old pan was covered with hard fudge. Feel the heat of the weak dying flame.

>> Donna: I'm going to pick the wrong one.

>> Speaker: Feel the heat of the weak dying flame. The facts don't always show who is right.

>> Donna: Okay. Again let's go to a harder one so you can see.

>> Speaker: The troops are sent to strike heavy blows. The troops are sent to strike heavy blows. The troops are sent to strike heavy blows. Open the crate but don't break the glass.

>> Donna: Okay. So that gives you an idea of that and let's see maybe one more to give you a sense of what this has for music. Let's go into the training. And you can choose either instruments or melodies and I'm going to just show you instruments.

[cello]

[french horn ]



>> Donna: Okay, so that is just giving you a sampling of what is in the basic modules and before we move on to another tool I just want to show you the rather difficult modules in the advanced section. It's called melodic contour training and this is a very interesting one that people found that they really get better at. We're going to talk some more about music in the latter part of this talk but I just did want to show you this. You can pick the instrument that you would like to use and let's go with the violin. And then the next thing you can do is pick the number of semi-tones you want to use. Greater number of semi-tones the easier it is. So let's go with five or six. [violin]

>> Donna: Just to show you that is a very hard task for people. I was doing it without too many repeats and without slowing it down which will make it easier for people to do. I was kind of getting part of it right but missing it. Really depends on how I feel that day whether I do well with it or not. There is a lot of variability in how well recipients can do with that particular task but if you train on it, you actually can do better. So I'm going to actually switch back now to -- so Melissa am I back where I want to be? There we are. Okay. Great. So let's move on to our next product that I wanted to share and just to talk a little bit about music. That is a picture of Richard Reed. He was a musician and a developer of a really amazing new rehabilitation product that I'm going to share with you today. Music appreciation is a relatively new area for Cochlear implant recipients and it's kind of interesting when I was implanted 18 years ago. I was told that I would not like music. I was told that Cochlear implants are for speech and they don't do well with music. So that was fun. All I really wanted to do was to use the phone but I did find after some period of time that contrary to what I was told I really did like music. And it has gotten

better over time. We know that pitch and tone are harder to convey and you're seeing that with the contour training but we also know that research shows that practice helps people quite a bit. There is also quite a bit of variability in how well people do.

One thing that Cochlear implant users do almost as well typically as hearing people is rhythm and tone duration is as good 75 to 90% of the time. The other thing that really helps is having the lyrics in front of you. That helps you fill in what you may be missing. And using the special program for music on your sound processor can also help make the melody seem less noisy. Some people also like to use their noise programs so I tell people to try both and see what you like the best. The other thing that helps people a lot is to listen in quiet and have good acoustics. You can use an audio cable to connect directly between your sound processor and a CD player or your computer. It is nice to keep the volume down and it is good to start with music that is more simple and then build from that. Very important to download words to songs that you have in front of you. It is very hard for someone with a Cochlear implant to pick the words out of a song if they didn't know that song before. So that will help to have those lyrics in front of you. And I think just having an appropriate expectations are helpful, knowing that music may not be perfect but you can still enjoy it and practice does really help.

So this new product that Richard developed for us is really the first of its kind. It's designed specifically for people with Cochlear implants and hearing aids and it's intended to help you improve music perception and it uses some really come music to do that. Some of which are original and

some of which are tunes that Richard rearranged for this project to make them more simple and easier for us to access. It has a CD and a DVD and a detailed user guide that Richard wrote that has the lyrics and also some information about those songs.

So that is what it looks like in terms of the different songs that are on it. And then little star blues is twinkle, twinkle little star rearranged a little bit and he has done it in different ways so that you can actually experience it kind of broken down and then all put together.

So what I am going to do is leave that screen up for you and see if I can open this up appropriately so you can see it or I should say hear it.

Okay. I'm going to play the first one. I'm going to play for you Bayou Boys. Actually I did that wrong. I did that wrong. I do want you to see this. I want to share my screen. Let's see. I want to share. Okay. So now hopefully you're seeing my computer screen.

>> Melissa: Yep, you're good.

>> Donna: Okay. And, okay. Now we're going to play Bayou Boys from here.

[Drums]

>> Donna: Okay. I want to stop and give you another shot at this. See if I can get this to open up again. Go back to the beginning. And let's look at little star and I'm going to show you both hands which is kind of an interesting one.

[music]

>> Donna: So I'm hopefully taking you back to the PowerPoint. There we

are. Okay. So that was just to give you a little taste for HOPE notes and I want to talk now about audio books and some people try to do audio books and decide they don't like it but I think it is because they have not found the right format. I really like using them. They're accessible and enjoyable. Some people like to begin with familiar children's books. Other people like to jump right in to using adult books. I think it's really important for the recipient to pick books that they like because if they're interesting to them they'll stay with it. You can pick speakers that are comfortable for you. Some people have a gender preference. Some people like listening to men more than women and visa versa. Try to look for tapes where the reader is very clear and speaking at a slow pace. No background noise, no music, no sound effects because those will make it hard for people and a lot of tape do so have that kind of background. But I'm pleased to say there is also lots of tapes out there that are clean and easy to understand. And it is a good idea initially to begin with the tape in the book. Depending on how hard it is for the person and then work up to just listening to the tape. You want to caution people to look for unabridged tapes if they want to follow along with the book. And then they can graduate to more difficult readings and more difficult speakers, a faster pace as they get better at it. It's really good if there's a particular word or phrase that a person has difficulty with to stop the tape and say it outloud so you're getting the benefit of active listening. That's auditory feedback loop. So that you begin to get that word and not keep missing it and there is different ways that you can use this. Some people listen while they're in transit in the car or with a CD player and you can, of course, go right from your sound processor using your audio cable into a CD player or into your computer or you can listen with speakers on your desktop, whatever is most

comfortable for the person. Some people like radio voices and that's another way to practice listening but the key thing is to listen everyday until the task becomes easy for you. So this time I'm going to leave this desktop up for you and I'm going to give you an example of a -- an audiobook that I particularly like and it's called "one bullet away," the making of a Marine Corps officer and you're going to laugh because it is a guy book but I have chosen it for a couple of reasons. My son is the author but more importantly he reads the book and he has a very clear voice. This is a book that was actually on the *New York Times* best seller list for a while and I'm just going to play it for you so you can see an example of an easy to understand audio book. There is some music at the beginning. Don't get turned off by that. That is just the introductory music. Once he comes on there is literally nothing in the background and it is very nice to listen to. Hopefully this is going to come on. It is a little bit slow to turn itself on. Let's see what is happening here. The other thing that I'm going to say as I'm waiting for this to come on, I'm playing this off of my computer and we downloaded this from audio books. But you can also try out books at the Public Library and see what works for you. You can listen to them on an iPod®, which is a really nice way to do it. My iPod® actually allows you -- here it is. [music]

>> Speaker: One bullet away. The making of a marine officer. Part one. Peace. We should remember that one day is much the same as another.

>> Donna: I'm going to turn that off. For some reason I can't figure out it is not playing very clearly. But usually it does. But you get the picture.

Okay. So the last tool I want to talk about has to do with the telephone.

What we find is a lot of people have difficulty with the phone who shouldn't have difficulty. They're great Cochlear implant users but a lot of times

they're nervous about it. They don't have their confidence up. They haven't worked out a lot of the variables that you do have to work on with the phone. So we want to work on that aspect of it. When you look at the various phone variables there's both volume and the volume on the sound processor and also the volume on the telephone itself so you want to think about both of those. You want to look at the type of phone the person is using and there is a lot of variability there and landline phones can be great for people. I actually use a landline phone that's 25 years old and it's my very best phone and that's the one I always gravitate to but I also have a wireless phone that works very well for me. It is not a good phone for texting. I have a different phone for texting because I find phones that are convenient for texting I don't particularly like the sound quality of. So that's important for you to know. And then you have to figure out which processor setting is right for you whether you want a couple acoustically or use your T-coil. If T-coil how much mixing you want to use. There is the issue of where to put the phone relative to your ear. It's always a fun experience for me when I go into a phone store and I'm trying out phones and I know where the phone goes. I know I want to put the microphone for my sound processor next to the microphone of the -- next to the transmitter for the phone but the salespeople in the store always go nuts because they can't understand why I'm putting the phone in such a funny place. But you do have to figure out where to put the phone and know that there's lots of factors that are going to affect how well you do, the quality of the signal and the speaker and whether there is environmental noise. So all those things make the phone hard but once you figure them out you can do anything.

I have given you some sources here that I really like for phones. We have some information on our website about different phones to look for and then the other thing to know is that wireless phones are rated for hearing aid compatibility which also applies to Cochlear implants and you want to look for an M4 rating that is just the best. That stands for microphone and a T-4 rating which is also the best for T-coil and because of some regulations that were enacted by the FCC that actually needs to be on the box of the phone.

I've also given you the website there for the wireless association which has just great information about their phones so that's a good place to send people. And then there are accessories that some people like. I personally just like using my T-coil but some people like the accessories and there is information about that on the Cochlear website.

And then the other place that has some nice information is the Hearing Loss Association website that has some great details there as well.

So I have got a picture here of our HOPE website which is [cochlearamericas.com/hope](http://cochlearamericas.com/hope) and you see the telephone training and that is how you're going to access the tool then I'm going to show you and it is phone with confidence is the tool. It is a free service from Cochlear to help recipients gain confidence and learn to deal with all those different variables that I have just gone through with you and then you call into an 800 number and then you can also go to the website for the day and see visually what you're hearing on the phone as a practice tool. This is also good for children who have language in place. It's a great tool for

someone who is getting a second Cochlear implant and they want to practice and as I mentioned it's accessible via the website. So that's the word list for today. I'm actually going to call and let you hear this. Hold on while I do that.

[off microphone]

>> Donna: Melissa is telling me you can't hear it so I'm going to skip the phone part of it. I just hope you will try it. I have showed you the word list for today. That was what they were reading on the phone. And then there is also always a short passage and so in this case it is from puss and boots appeared you can listen first with or without that passage and you can call back as many times as you can and it is free. It changes every day. So we're getting close to the end. Some other resources that are available for you. Just to let you know that there are other HOPE Online courses that are available for adults and those are all in the HOPE area of the website. Many of them do have the captioning right on the screen just like this. Some of them that were done in an earlier time frame there is a script available. So for adults they can download that script when they're prompted to get additional handouts and then have that beside them as they listen to the talk. The other materials that are in the HOPE website in the reading room there is some very nice materials for adults to look at. And then the listening tools that I talked about today are all listed there for people. Someone asked me about what was the one for \$30 that I had mentioned and it's actually the Adult Aural Rehabilitation Guide the one where I was demonstrating the exercises for you but then Sound and WAY Beyond is there as well and HOPE Notes and here we go which is one I didn't have time to talk about today but you can take a look at that as well. I wanted to mention that we did have an upcoming HOPE Online that is a



great one for adults and the professionals who serve them. And it's by Terry Zwolan partnering with your CI audiologist tips for getting the most from your programming sessions. I hope you'll join us for Terry's talk on the 13th of December. And also just to mention that we're doing some live workshops around the country on music and we are bringing Richard Reed, his product that you saw and heard, to those. We've done one already in Salt Lake. Then we'll be in those sites. We've since added one in Ann Arbor, Michigan, on the 12th and 13th. And then you can look at the site or call Sarah Gard for that. I have given you my e-mail if you want to shoot me an e-mail and ask questions. And please send us the feedback form. I love to hear from you. And thank you. Any questions? I see one from Valerie. Valerie, the \$30 resource was the adult aural rehabilitation guide which is a very thick notebook of the exercises and it has a CD and a DVD that goes with it. It used to be \$100. We reduced the price because we really want people to use it. So that is the other one that I mentioned. Any other questions? Well, thank you for being with us today for a chilly day in December which is the way it is here in Washington, D.C. This is Donna Sorkin from Cochlear America's HOPE Program and please come back and be with us again. We would love to have you. Thank you so much.

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