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Cochlear Implants:
Educational Planning for School-Age Children

Debra Nussbaum, Manager
Projects-Language Development and Communication Support
Laurent Clerc National Deaf Education Center
Learning Objectives

After this course learners will be able to

- Describe the interwoven factors impacting language, communication, social-emotional, and educational outcomes for students using cochlear implant technology.
- Discuss the characteristics of effective educational placements and supports for students with cochlear implants.
- Explain what can be found in various resources to support educational planning for students with cochlear implants.
How many children have cochlear implants?

What the evidence is telling us....
“If you have met student with a cochlear implant… then you have met ONE student with a cochlear implant.”

Debra Nussbaum, Clerc Center

Who are the students you may be supporting?
What We Know About Spoken Language Abilities
Explore the role of American Sign Language (and other visual supports)

Receptive Communication Continuum


Adapted from McConkey-Robbins, Loud and Clear, Advanced Bionics, 2001
Expressive Communication Continuum


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Keep in Mind...

Importance of pragmatic language
Keep in Mind...

Language abilities may plateau

Keep in mind...

Important to look at individualized academic and social-emotional needs
Collaborative Planning

STUDENTS WITH COCHLEAR IMPLANTS
Guidelines for Educational Program Planning

1/31/18
Section 1: Student Background Summary

<table>
<thead>
<tr>
<th>STUDENT BACKGROUND SUMMARY</th>
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<tbody>
<tr>
<td><strong>STUDENT NAME:</strong></td>
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<tr>
<td><strong>DATE OF BIRTH:</strong></td>
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<tr>
<td><strong>SEX:</strong></td>
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<tr>
<td><strong>PARENT/GUARDIAN:</strong></td>
</tr>
<tr>
<td><strong>CONTACT:</strong></td>
</tr>
</tbody>
</table>

1. **Institution:**
   - Type of institution:
   - School/Agency:

2. **Family History:**
   - Medical:
     - Allergies:
     - Genetic:
     - Medical:

3. **Communication:**
   - Mode of communication:
   - Language:
   - Assistive technology:

4. **Academic History:**
   - Previous schools:
   - Special education needs:

5. **Current Goals:**
   - Short-term:
   - Long-term:

6. **Social Skills:**
   - Peer interaction:
   - Conflict resolution:

7. **Physical Health:**
   - Medical conditions:
   - Dietary restrictions:

8. **Emotional Health:**
   - Mental health:
   - Behaviors:

9. **Occupational Skills:**
   - Daily living:
   - Vocational:

10. **Transition Planning:**
    - Post-secondary education:
    - Employment:

11. **Special Needs:**
    - Sensory integration:
    - Sensory processing:

12. **Emergency Contact:**
    - Primary:
    - Secondary:

13. **Support Services:**
    - Special education:
    - Occupational therapy:

14. **Parental Involvement:**
    - Parenting style:
    - Support:

15. **Community Resources:**
    - Local agencies:
    - Government programs:

16. **Other Relevant Information:**
    - Family dynamics:
    - Cultural background:

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**CONTINUED**
Section 2: School-Based Language Competency Checklists

**SECTION 2: SCHOOL-BASED LANGUAGE COMPETENCY CHECKLISTS**
(TO BE COMPLETED BY EACH EDUCATIONAL PLANNING TEAM MEMBER)

Part 1: Receptive Language Skills
Part 2: Expressive Language Skills
Part 3: Pragmatic Language Skills
Part 4: Individual Summary Form

**PART 1 RECEPTIVE LANGUAGE SKILLS**
This section asks you to record your observations of the student's ability to access and understand language. Please refer to the Glossary in Appendix I for clarification of terms.

<table>
<thead>
<tr>
<th>THE STUDENT SHOWS EVIDENCE OF THIS SKILL IN THE FOLLOWING LANGUAGE(S):</th>
<th>NEVER</th>
<th>OCCASIONALLY</th>
<th>FREQUENTLY</th>
<th>ALWAYS</th>
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<tbody>
<tr>
<td>CIRCLE ALL THAT APPLY IF A DIFFERENT COMMUNICATION SYSTEM OTHER THAN VERBAL IS USED.</td>
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<tbody>
<tr>
<td>ATTENDS TO ONE-ON-ONE COMMUNICATION</td>
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<td>American Sign Language</td>
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<td>ATTENDS TO COMMUNICATION IN GROUPS</td>
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Section 3: Team Discussion Tool and Team Summary Sheet
Team Discussion Tool (Areas)

- Language and Communication
- Staff and Training
- Equipment and Technology
- Other Integral Considerations

Language and Communication

1. Does the educational setting provide accessible language for the development of academic achievement?
2. Does the program provide direct instruction to the student?
3. Does the program provide habilitation services to facilitate listening and spoken language skill development as recommended on a student’s IFSP/IEP/504 Plan?
4. Does the program provide other recommended support to facilitate a students’ access to the curriculum as determined by the IFSP/IEP/504 plan?
Staff Training

5. Are the services of an educational audiologist available to oversee and monitor a student’s cochlear implant?

6. Are supports from other specialists experienced in working with students who use cochlear implants available as recommended in a student’s IFSP/IEP/504 plan?

7. When listening and spoken language skill development services are recommended, does the service provider have training and experience working with students who have cochlear implants?

8. Are teachers and staff members trained in understanding the needs of students with cochlear implants and implementing recommended accommodations and strategies?

9. Is there consistent collaboration among professionals involved with the student?

Equipment and Technology

10. Is the acoustic environment appropriate for a student with a cochlear implant? (Refer to accommodations appendix)

11. Are there appropriate hearing assistive technology systems (HATS) available and supported?

12. Are there staff member identified, trained, and responsible for daily troubleshooting of the cochlear implant and associated HATS to confirm their proper functioning?

13. Is there a mechanism for ongoing home-school collaboration related to the cochlear implant?
Other Integral Considerations

14. Does the program provide an appropriate peer group and opportunities for social interactions?

15. Does the program have a mechanism in place to help the student build a positive self-image as a child who is deaf?

16. Does the program facilitate student and/or family advocacy skills related to the use of a cochlear implant?

17. Does the program facilitate student/family skills in an effort to build self-advocacy independence?

[Image of team summary sheet]
Appendices

APPENDICES
Appendix A: Accommodations: Auditory
Appendix B: Accommodations: Visual
Appendix C: Accommodations: Educational Access
Appendix D: Strategies for Effective Cochlear Implant Use
Appendix E: Self-Advocacy Skills
Appendix F: Glossary
Appendix G: Authors and Product Evolution

Other Resources

https://docs.google.com/forms/d/e/1FAIpQLSeajMP-IHUsrW1_cCG9l1nqDz4lxTzPfknjDTx-Qng8flbhaA/viewform?entry.489598209
http://vl2.gallaudet.edu/research/research-briefs/english/children-cochlear-implants/

http://www.raisingandeducatingdeafchildren.org/2015/10/20/cochlear-implants-considerations-for-families-and-the-professionals-who-work-alongside-them/
Raising and Educating Deaf Children
Foundations for Policy, Practice and Outcomes

Cochlear Implants: Making Sure Families Are Aware of the Full Picture

The issue
When a child is identified as being deaf, a cochlear implant may be recommended early in the intervention process. For hearing families, this recommendation often comes with relief that there is a “medical fix” to providing their child with the ability to hear. While a cochlear implant provides significant benefit to many children, spoken language outcomes are extremely varied. This means that there should be a standard procedure involving both medical and educational professionals, to provide families with the full spectrum of “what’s” and “what’s worked.” From surgery, to activation and monitoring of the device, to listening and spoken language training, to linguistic, educational, and social-emotional considerations. It is essential that families are provided with the full range of possible outcomes, opportunities, and needed services so that they can make informed decisions about choosing a cochlear implant within the context of their “whole child.”


Tips to Go:

Bookmarks for educators and professionals new to educating deaf and hard of hearing students

http://www3.gallaudet.edu/clerc-center/tips-to-go.html
For More Information

http://www3.gallaudet.edu/clerc-center.html