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continued™



Cochlear Implants: Educational Planning for School-Age Children

3

continued™



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

4

continued™

Laurent Clerc National Deaf Education Center



5

continued

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.

6

continued

continued

How many children have cochlear implants?



7

continued

What the evidence is telling us....



8

continued

“If you have met student with a cochlear implant... then you have met ONE student with a cochlear implant.”

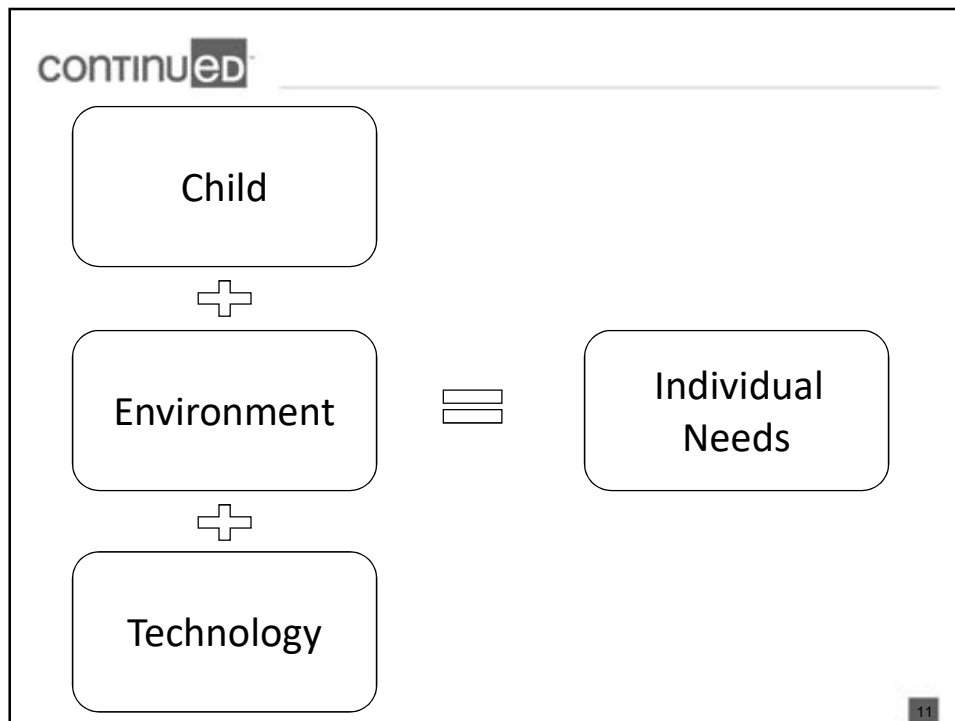
Debra Nussbaum, Clerc Center

9

Who are the students you may be supporting?



10

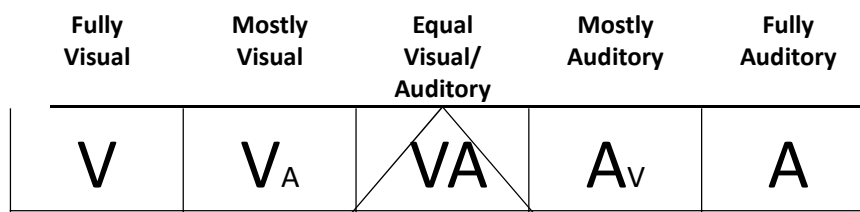


Explore the role of American Sign Language (and other visual supports)



13

Receptive Communication Continuum



Nussbaum, D., Scott, S., Waddy-Smith, B., & Koch, M. (June 2004). *Spoken language and sign: Optimizing learning for children with cochlear implants*. Paper presented at Laurent Clerc National Deaf Education Center, Washington, DC.

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

14

Expressive Communication Continuum

Fully Sign	Mostly Sign	Equal Sign/ Oral	Mostly Oral	Fully Oral
S	S _o	SO	O _s	O

Nussbaum, D., Scott, S., Waddy-Smith, B., & Koch, M. (June 2004). *Spoken language and sign: Optimizing learning for children with cochlear implants*. Paper presented at Laurent Clerc National Deaf Education Center, Washington, DC.

15

Keep in Mind...

Importance of pragmatic language



16

continued^{ed}

Keep in Mind...

Language abilities may plateau



17

continued^{ed}

Keep in mind...

Important to look at individualized academic
and social-emotional needs



18

continued^{ed}

Collaborative Planning



19

STUDENTS WITH COCHLEAR IMPLANTS

Guidelines for Educational Program Planning



GALLAUDET
UNIVERSITY

AUBREY CLARK
NATIONAL DEAF EDUCATION CENTER

Boston Children's Hospital
First and Most of Hearing
Program

20

CONTENTS	
AT A GLANCE	2
SECTION 1: STUDENT BACKGROUND SUMMARY	4
SECTION 2: SCHOOL-BASED LANGUAGE COMPETENCY CHECKLISTS.....	6
SECTION 3: TEAM DISCUSSION TOOL AND TEAM SUMMARY SHEET.....	15
APPENDIX A ACCOMMODATIONS: AUDITORY.....	21
APPENDIX B ACCOMMODATIONS: VISUAL	23
APPENDIX C ACCOMMODATIONS: EDUCATIONAL ACCESS.....	25
APPENDIX D STRATEGIES FOR EFFECTIVE COCHLEAR IMPLANT USE.....	28
APPENDIX E SELF-ADVOCACY SKILLS.....	30
APPENDIX F GLOSSARY.....	32
APPENDIX G AUTHORS AND PRODUCT EVOLUTION	39

21



Section 1: Student Background Summary

SECTION 1: STUDENT BACKGROUND SUMMARY		
<small>THIS SECTION SHOULD BE COMPLETED BY THE SCHOOLBASED COORDINATOR</small>		
STUDENT'S NAME:	DATE COMPLETED:	
DOB:	AGE:	GENDER:
PERSON COMPLETING THIS FORM:		
WITH IMPACT FROM: (NAME AND RELATIONSHIP TO STUDENT)		
I. Pre-Cochlear Implantation <small>(Please refer to the Glossary in Appendix F for clarification of terms.)</small> Age at which hearing loss was identified: Age at which first fit with amplification: Ear fit with amplification: <input type="radio"/> Right <input type="radio"/> Left <input type="radio"/> Bilateral Describe consistency of amplification use pre-implant: Describe communication history pre-implant. Describe any languages or modalities used: Use of assistive listening devices pre-implant (e.g., frequency modulated (FM), infrared, Direct Audio Context)? <input type="radio"/> Yes <input type="radio"/> No If yes, then type of assistive listening device: 		
II. Home Communication <small>(This section should be completed with parent input.)</small> Primary language used in the home: Other languages used in the home: Describe how the child communicates at home: 		

22



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

23

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 F for clarification of terms.

THE STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S): CIRCLE ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE WRITE IN THE TYPE.	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS: CONSIDER THE ENVIRONMENT, EQUIPMENT, ACCOMMODATIONS PROVIDED, AND STRATEGY SUPPORTS USED.
ATTENDS TO ONE-ON-ONE COMMUNICATION					
American Sign Language	0	1	2	3	
Spoken English	0	1	2	3	
Spoken English with Sign Support	0	1	2	3	
Other:	0	1	2	3	
ATTENDS TO COMMUNICATION IN GROUPS					
American Sign Language	0	1	2	3	
Spoken English	0	1	2	3	
Spoken English with Sign Support	0	1	2	3	
Other:	0	1	2	3	

6 STUDENTS WITH COCHLEAR IMPLANTS: Guidelines for Educational Program Planning © 2011 by Laurent Clerc National Deaf Education Center and Boston Children's Hospital. All rights reserved.

24

PART 4 INDIVIDUAL SUMMARY FORM
This section should be completed by each educational planning team member. Please refer to the glossary in Appendix I for clarification of terms.

1. Based on these language competency areas, overall is the student fully accessing the educational curriculum in the setting (e.g., your classroom, home visits, CTE/PT rooms) and/or during your interaction with the student?
☐ Yes ☐ Somewhat ☐ No

Please explain:

2. Based on your interactions and observations, describe both the student's strengths and needs when accessing the educational curriculum which may not have been identified in these checklists.

3. Describe any accommodations, strategies, and/or environmental factors to be considered in the educational setting in order to support the student's full access to learning.

PRINT

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25



Section 3: Team Discussion Tool and Team Summary Sheet

SECTION 3: TEAM DISCUSSION TOOL AND TEAM SUMMARY SHEET
This section should be completed by the educational planning team.

THIS CHECKLIST IS INTENDED TO GUIDE DISCUSSION REGARDING:

A) IS THE EDUCATIONAL PROGRAM CURRENTLY IN PLACE AND BEING CONSIDERED PROVIDING THE SUPPORTS NECESSARY TO MEET THE NEEDS OF THIS STUDENT?

B) IF THE PROGRAM DOES NOT MEET THE STUDENT'S NEEDS, WHAT MODIFICATIONS ARE RECOMMENDED IN ORDER TO MEET THEM?

C) IF RECOMMENDED ACCOMMODATIONS, STRATEGIES, OR ENVIRONMENTAL FACTORS ARE RECOMMENDED, WHAT ARE THE CHALLENGES TO IMPLEMENTING THESE RECOMMENDATIONS?

RECORD THE SETTING BEING REVIEWED:

☐ CURRENT EDUCATIONAL PROGRAM

☐ ALTERNATE EDUCATIONAL PROGRAM BEING CONSIDERED

LANGUAGE AND COMMUNICATION

1. Does the educational setting provide accessible language for the development of academic achievement?
☐ Yes ☐ No

If yes, what program modification is needed? ☐ Yes ☐ No

Describe possible program modification:

Comments:

2. Does the program provide direct instruction (i.e., not through a third party, such as an interpreter, translator, or machine captioning) to the student? ☐ Yes ☐ No

If yes, is direct instruction provided at all? ☐ Yes ☐ No

If yes, does the student perform equally well with direct and third party instruction? ☐ Yes ☐ No

Comments:

15 | [Download this form as a PDF](#) | [Download this form as a Word document](#) | [Download this form as a Google Doc](#)

26

Team Discussion Tool (Areas)

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

27

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?

28

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?

29

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?

30

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?

31



TEAM SUMMARY SHEET

1. The educational program meets the student's needs. No modifications are recommended.

2. The educational program can make the following accommodations to meet the student's needs. List the number(s) associated with the recommended practice described in the Team Discussion Tool.

3. An alternate educational setting could better meet the student's needs. List the recommended practice described in the Team Discussion Tool that cannot be offered in the placement under review.

Comments:

32



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

33

continued™

Other Resources



34

continued™



<http://www3.gallaudet.edu/clerc-center/learning-opportunities/webcasts/educational-planning-for-students-with-cochlear-implants-webcast.html>

35

**CLASSROOM
INTERPRETING
FOR STUDENTS
WHO USE
COCHLEAR IMPLANTS**

Authors:
Bonita Schick, PhD
Francis J. Boeninger
Catherine Carotta, EdD

*This guide provides
information for interpreters
when using differentiated
interpreting practices.*

A Guide for
INTERPRETERS
Working with Students Who Use Cochlear Implants



Advances in the auditory benefits that deaf students with cochlear implants receive have raised questions about how educational interpreters will work with those students.

https://docs.google.com/forms/d/e/1FAIpQLSeaMP-IHUsrW1_cG9gljqDz4lxTzPfktnjDTx-Qng8flbhvA/viewform?entry.489598209

36

<http://vl2.gallaudet.edu/research/research-briefs/english/children-cochlear-implants/>



37



<http://www.raisingandeducatingdeafchildren.org/2015/10/20/cochlear-implants-considerations-for-families-and-the-professionals-who-work-alongside-them/>

38

Raising and Educating Deaf Children

Foundations for Policy, Practice and Outcomes

Home About eBulletins Recommended Reading

Search RSECE

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-ifs" and "what-is involved," 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 they can make informed decisions about choosing a cochlear implant within the context of their "whole deaf child."



<http://www.raisingandeducatingdeafchildren.org/2017/04/03/cochlear-implants-making-sure-families-are-aware-of-the-full-picture/>

39

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>

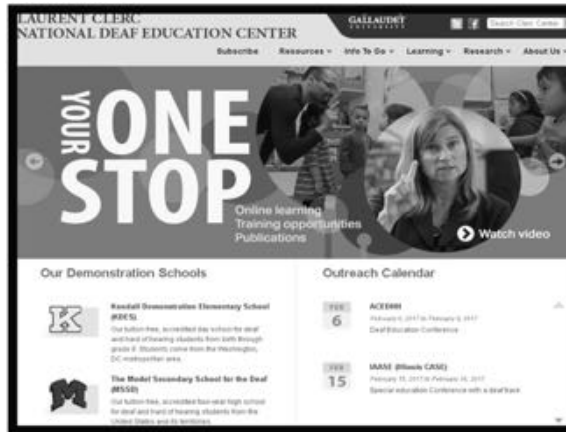
TIPS TO GO	GALLAUDET Educational Success for Your Students—and You	EDUCATIONAL SUCCESS FOR YOUR STUDENTS—AND YOU A student who is the first deaf child in the family is often a source of pride and joy for the family. However, the family may not be fully prepared for the challenges that the child will face. This guide provides information on the challenges that the child will face and offers suggestions for how to support the child.
TIPS TO GO	GALLAUDET Individual Abilities, Unique Needs—Supporting Learning in the Classroom	INDIVIDUAL ABILITIES, UNIQUE NEEDS—SUPPORTING LEARNING IN THE CLASSROOM Students who are deaf or hard of hearing have unique abilities and needs. This guide provides information on how to support these students in the classroom.
TIPS TO GO	GALLAUDET Social Connections with Classmates	SOCIAL CONNECTIONS WITH CLASSMATES Students who are deaf or hard of hearing may have difficulty making social connections with their classmates. This guide provides information on how to support these students in making social connections.
TIPS TO GO	GALLAUDET The Way the Educational System Works	THE WAY THE EDUCATIONAL SYSTEM WORKS Students who are deaf or hard of hearing may have difficulty understanding how the educational system works. This guide provides information on how to support these students in understanding the educational system.
TIPS TO GO	GALLAUDET Reaching Out—Parents as Partners	REACHING OUT—PARENTS AS PARTNERS Parents play a crucial role in supporting their child's education. This guide provides information on how to support parents in their role as partners.

40

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For More Information

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



41