



## **Information for Teachers and Other School Professionals**

A cochlear implant is a surgically implanted prosthesis that provides sound awareness to those who do not benefit from traditional amplification such as a hearing aid. The cochlear implant provides auditory benefit such as awareness of environmental sounds and speech detection. It is important to note, however, that a cochlear implant **does not** provide normal hearing.

When an individual or family chooses to receive a cochlear implant, they are typically electing to pursue auditory skill development as a goal for the recipient. For that reason, the management of a child with a cochlear implant is a long-term (lifelong) commitment to the success of the child's functioning.

### **What services are necessary for a child with a cochlear implant?**

The type of services needed will depend on the student's language development and other needs. Many children with cochlear implants will have other disabilities which may need to be addressed in the school setting. A multidisciplinary approach is appropriate for any child with a cochlear implant especially when there are other issues to address. It is very important to have good communication between all members of the student's support team. Services typically provided to implanted students include: speech-language pathology, FM technology, deaf education services, individual or small group instruction, interpreting (sign or oral), captioning, communication access real-time translation (CART), note-taking, listening training and acoustical modifications.

### **Importance of Classroom Accommodations**

Like other children with hearing loss, cochlear implant recipients require classroom accommodations in order to maximize their potential for auditory learning. In order to accomplish this, the classroom should provide an auditory rich listening environment where listening is an integral part of the school day.

Developing strategies for managing the classroom will improve the child's ability to function in a mainstreamed education environment. The speaker's voice should be audible to the student with minimal background noise. Group activities should be conducted in a semicircle to maintain attention and ensure audibility.

Components of an optimal physical facility include rooms that have minimal ambient noise and are located away from ambient noise sources. Acoustically treated rooms (with carpet, acoustic tiles and/or curtains) are optimal. Finally, the recipient may also benefit from preferential seating in order to have both improved auditory access and visual access to the teacher providing the instruction.