



Cochlear Classroom Care Guides

**Practical advice
for teachers**

Practical Advice for Teachers

Optimise classroom learning for your students with a Cochlear™ Hearing Implant.

The listening skills of hearing-impaired children compared to other children can vary greatly due to many factors. Here are some practical tips that can help guide you to provide additional support for a student with a cochlear implant.

1 Seating

- **Classroom learning** - Aim to position the child so that they are able to get the best auditory and visual information from you and fellow classmates. Seat the child near you and not at the back of the classroom.
- **Group learning** - Reduce the number of students in each small group. Seat children in a circle or horseshoe arrangement for discussions.

2 Acoustics

- Background noise can make it more difficult for students with a hearing impairment to understand spoken language.
- Where possible, try to ensure that any noise sources in the classroom are positioned behind the child.
 - Position the child away from noisy distractions such as fans, vents, doors and windows.
 - Where possible, try to ensure that any noise sources in the classroom are positioned behind the child.
 - Reduce background noise by using soft materials such as curtains, rugs or corkboards on the wall.

3 Assistive listening devices

- If the parents of your student provide you with an assistive listening device or accessory to stream your voice to their sound processor, we recommend familiarising yourself with these devices. These devices can help to optimise your student's listening and speech understanding in a busy classroom and make your job teaching the child much easier.
- If you need more information about how to use the device, please refer to our website (cochlear.com) or reach out to your local Cochlear customer service team for more information.

4 Classroom communication

- Speak in a natural, clear voice and at a regular pace whilst facing the class.
- Repeat or rephrase questions or comments posed by another student before responding or calling on the next student.

5 Giving instructions

- Teach the class about basic strategies to make listening and communicating easier for their hearing-impaired classmate (see tips on next pages).
- When giving instructions, write key information on the board and use short simple sentences.
- Wait for the whole class to be quiet before giving new spoken instructions.
- Speak with your voice directed towards the children. Don't talk to the class with your back turned towards them or when walking away.
- Start with "gearing up to listen" words because the child may miss the first few words when you begin to speak. For example, "Now children, put your toys away" may work better than "Put your toys away."
- Rephrase - don't repeat the same words. If the child does not understand what was said the first time, say it in a different way the second time.



Learning about cochlear implants

We recommend teaching your class about basic strategies to make listening and communication easier for their hearing-impaired classmate.

Below are some tips to orient other children in your classroom to the child with a cochlear implant.

- 1 Speak clearly and directly** - Slow down and speak clearly when talking to your classmate with a cochlear implant. You don't need to shout what you are saying as it makes it more difficult for your classmate to hear.
- 2 Stand closely** - When you are talking to your classmate, be sure to stand close to them. The further you stand away, the harder it is for them to hear. Hearing devices work best when you are within half a metre.
- 3 Get your classmate's attention** - Before you start speaking, you should always try to call their name, tap them on the shoulder or signal in some way so that they make eye contact with you.
- 4 Stand still when you talk** - When you are speaking, stand still and face your classmate. It can make it hard to understand when you are moving or if they can't see your face.
- 5 Ask for help** - If you think your classmate is having trouble hearing what you are saying, ask the teacher for help.

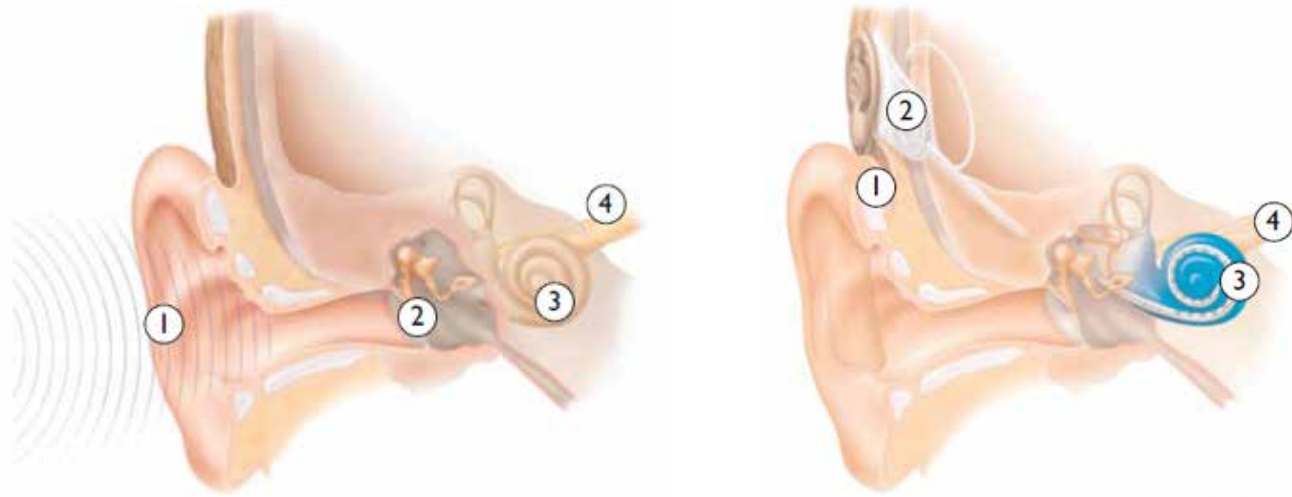
We recommend setting aside some time to familiarise the class with how hearing works. A fun exercise that can help children understand, is the Kaci Koala *I Can Hear* Colouring & Activity book.

You can download the activity book from our website: cochlear.com under Ongoing Care & Support.



Hearing with a cochlear implant

It's important you understand how hearing works compared to that of a person with a cochlear implant.



How the Ear Hears

- 1 Sound moves through the ear canal and strikes the eardrum.
- 2 Sound waves cause the eardrum and the three bones within the ear to vibrate.
- 3 The vibrations ripple through the fluid in the spiral inner ear, known as the cochlea, and cause the tiny hair cells in the cochlea to move.
- 4 The hair cells absorb the movement and change it into electric impulses, which are sent to the hearing nerve and then to the brain, where they are interpreted as sound.

How a Cochlear Implant Transmits Sound

- 1 The sound processor captures sound and converts it into digital code.
- 2 The sound processor transmits the digitally coded sound through the coil to the implant, just under the skin.
- 3 The implant converts the digitally coded sound to electrical signals and sends them along the electrode array, which is positioned in the cochlea.
- 4 The implant's electrodes stimulate the cochlea's hearing nerve fiber, which relays the sound signals to the brain to produce hearing sensations.

Navigating the Sound Processor

Familiarising yourself with the different parts of your student's sound processor can help with basic troubleshooting in the classroom or in situations when you need to communicate any issues with the child's parents or the Cochlear customer service team.

Tips from a student

A young cochlear implant recipient's advice to teachers.

1. Check on your student discreetly, i.e how they are following the lesson and if they can hear in the classroom.
2. Offer a 1:1 meeting with your student outside of class to give them the opportunity to ask you questions they may be too shy to ask in front of other students.
3. Try to build a positive rapport with your student.
4. If your student is open to it, encourage them to share their story and explain how their implant works. This helps build their confidence and promote classroom participation.
5. Take the time to regularly check in with your student. about their progress and if they need help. Frequent check ins will help build trust and rapport.



Hear now. And always

Cochlear is dedicated to helping people with moderate to profound hearing loss experience a world full of hearing. As the global leader in implantable hearing solutions, we have helped more than 700,000 people of all ages to hear and connect with life's opportunities.

We aim to give people the best lifelong hearing experience and access to next generation technologies. We collaborate with leading clinical, research and support networks to advance hearing science and improve care.

That's why more people choose Cochlear than any other hearing implant company.

www.cochlear.com

Please seek advice from your health professional about treatments for hearing loss. Outcomes may vary, and your health professional will advise you about the factors which could affect your outcome. Always follow the directions for use. Not all products are available in all countries. Please contact your local Cochlear representative for product information.

Cochlear™ Nucleus® implant systems are intended for the treatment of moderately severe to profound hearing loss. Baha implant systems are intended for the treatment of moderate to profound hearing loss Cochlear, Hear now. And Always, the elliptical logo, True Wireless, Nucleus, ForwardFocus*, Kanso and Baha are either trademarks or registered trademarks of Cochlear group of companies.