

A School Guide for Parents and Teachers

School Readiness Hints and Tips



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Cochlear®

School Readiness Hints and Tips

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Introduction

The first day of school is both exciting and daunting for most children and their parents.

For children with hearing impairments (and their parents), starting at a mainstream school may be the culmination of years of preparation and anticipation.

Attendance at a mainstream school does not signal the end of support from Cochlear, but rather the beginning of the next phase in helping children to become competent communicators and learners.

There are many ways in which parents and teachers can help children with a hearing impairment thrive in a mainstream educational setting.

Just like it takes a village to raise a child, success at school for your child will be built upon an effective collaboration between parents, audiologists, teachers and other educational professionals.

Whether you're new to Cochlear or have had your implant for years, you are part of a very special family - one united by sound and connected by Cochlear.

Cochlear *Family*



Practical Advice for the Parent

Your child is heading to school! This is an exciting time for you to prepare your child for a fun and successful school year. This comprehensive guide will help you prepare your child to start school with confidence and get them school ready.

Parent Preparation Before Starting School

Self-confidence is crucial for children starting school, with or without a hearing impairment. To start school with confidence, children need to have mastery of enough spoken language to be effectively independent in and competent with daily living and social skills.

LANGUAGE LEVEL

Parents should approach the school in the twelve months before their child starts school and ask for the curriculum. This will allow parents to identify gaps in their child's language and to work on filling them. Practicing language and vocabulary useful in different school-related situations can make the transition that much easier. (See Vocabulary at School, pg.18)

Different communities have different levels of experience in serving hearing-impaired children in the mainstream classroom. Regardless of where you live, parents must act as the key language role model.

INDEPENDENCE

In school, children with a hearing impairment need to be as independent as possible in managing their hearing device. Depending on their age, the child should be able to turn the device on and off, change the batteries, and tell the teacher if there is a problem. In addition, encouraging children to communicate their needs verbally is important and allows children with a hearing impairment to gain the independence they will need for a successful school experience.

ADVOCATING FOR THEMSELVES

At school, children should be encouraged to be their own best self-advocate. They should be able to confidently answer questions about the device and why they wear it. At home, parents can model independence and teach their children the spoken language associated with self-advocacy. Role-playing scenarios that children may encounter with their peers and teachers can be practiced as part of the preparation for school.

From the beginning, it is important that children are taught the correct names for the different parts of their cochlear implant. To effectively advocate for themselves, children need to be able to tell the teacher and others about the cochlear implant and the sound processor, using the correct terminology. When there is a problem with the device, it is important that the child is able to at least indicate which part is malfunctioning.

(See How the Ear Hears, Hearing with a Cochlear™ Implant, pg. 21)



DAILY LIVING AND SOCIAL SKILLS

Children who are armed with the skills and language associated with daily living are more likely to have a successful school experience. These skills include dressing themselves, putting away clothes, packing a backpack, brushing teeth, and more. Parents can help develop these basic skills by encouraging and practicing at home.

Practice with a checklist of planned activities before leaving the house for any excursion. This is also a good auditory memory and sequencing exercise.

For example: *Now we are going out. First, we will go to the post office to send the letters, then to the supermarket, then we will get the newspaper, and finally, we will go get a milkshake. When we've finished all of that, we will pick up the dog from the vet and come home.*

Social skills include all age-appropriate behaviour. Parents should expect the same rules of behaviour for their hearing impaired child as they do for the child's peers. However, children with a hearing impairment, no matter their achievements, need to be even more focused and disciplined.

Behavioural expectations should also be applied to interaction with other children and group activities. Parents are the role models for appropriate behaviour. They can prepare their child for good social behaviour by involving them in a pre-school or play group, where they will learn how to interact with other children and adults. In these social situations, children will also learn the language of their peers, which is very important for social acceptance and making friends.

“Self-discipline and focused attention are necessary good habits that are best learned when they are young.”

School Readiness at Home

With help from the cochlear implant team, auditory therapist, and other families, parents can understand how to assist their child in preparing for successful integration into a mainstream school. At home, parents can encourage language development, independence, and attention by employing the following techniques.

BOOK SHARING

Help expand the child's vocabulary by asking questions about what happened in a story.

"Why is he so sad?"

"What do you think will happen next?"

"How will they get home again?"

Use Statements:

"Oh look, there's a beautiful butterfly!"

"I can see Spot!"

"He's looking for his mother."

(See Rehabilitation Resources, pg.22)

ADVANCED QUESTION FORMS (SUCH AS HOW? AND WHY?)

How: *"How will we change the battery?"*

"How will we make a milkshake?"

"How will I reach the top cupboard?"

"What do I need?"

"How do you feel?"

"How do you feel about ... ? Why?"

Why: *"Why do we need to change the battery?"*

"Why is the baby crying?"

"Why do we put the milk in the refrigerator?"

"What would you do if ... ?"

ROLE REVERSAL AND TURN TAKING

Take turns asking questions and "being the teacher." Role-play nursery rhymes, routine scenarios, and stories.

Sing songs and recite rhymes linked to actions to encourage language.

PROBLEM SOLVING AND CRITICAL THINKING ACTIVITIES

"What can we do now?"

"We need to cut the paper."

"What do we need?"

"What is this used for?"

"It's broken. What do we do now?"

INVOLVING SIBLINGS, FAMILY MEMBERS AND FRIENDS

For practicing group activities and games, involve as many people as possible so that the child gets more experience with different voices, contexts, and distance listening.



EXPECTING INDEPENDENCE

When your child asks you where his or her toys, shoes, or socks are, ask the question:

"Where did you leave them?"

"Have you looked in the usual place?"

"Did you put them back where they belong?"

Then, if they can't find it, a good response might be:

"Let me help you look for it."

or

"Where else could it be?"

Then walk around with them, and continue the dialogue as you search.

STORY RETELLING AND SEQUENCING ACTIVITIES

"Then what happened?"

"How did the story end?"

"Before we do that, what do we need?"

"Then what do we do?"

INVOLVEMENT IN DAILY TASKS

Many opportunities for counting, sequencing, and memory occur in daily routines, such as preparing food, getting dressed, setting the table, and getting ready to go out. Use these opportunities to build on auditory memory.

For example:

*"To make a milkshake we need to go shopping.
What do we need?"*

"Milk, ice cream, chocolate syrup."

*"So what do we do now? How much?
Is that enough?"*

EXPANDING VOCABULARY

When you encounter words that the child doesn't know, teach and apply them. Synonyms, antonyms, and metaphors should be used for language expansion. Also, look for opportunities to apply colour and number concepts to daily situations.

Conversational Competence

One of the key goals for children with a hearing impairment is effective communication through spoken language and listening.

Conversational competence involves the effective give and take of spoken language. It is not just “parroting” or repeating memorised phrases. By nature, conversation is unpredictable and, therefore, challenging.

When people engage in a conversation, a number of listening and communication skills are used spontaneously. Children who are hearing impaired need to be taught all of these skills in listening sessions with therapists, followed by application and practice at home with their parents in everyday situations.

Listening	Hearing what is said.
Waiting	Until the other person has finished.
Turn Taking	Knowing when it is your turn, or someone else’s to speak.
Remembering	What was said.
Sequencing	Remembering the order in which something was said.
Comprehension	Understanding and processing what was said.
Responding	Replying appropriately when it is your turn.
Pragmatics	Responding appropriately according to the social context.

The main aim of auditory skills development for hearing impaired children is to help them become effective communicators using listening and spoken language. All of the skills mentioned above are necessary for any child to be successful in a mainstream classroom.



Parents and the School

When hearing impaired children are ready to go to a mainstream school, their parents become key members of the team, setting the goals and developing a plan for services needed.

INVESTIGATE SCHOOL OPTIONS

In the year before the child starts school, parents should explore potential schools. Many parents consider both public and private school options. Some school districts already have services in place; others will need to be informed about their role and responsibilities in serving your child. Parents are key team members in the development of the child's Individualised Education Plan (IEP). Typically, a child with hearing loss will receive the services of a speech pathologist, teacher of hearing impaired children, educational audiologist, and an interpreter if the child uses simultaneous communication or another form of sign language.

ORIENTATION

Once a suitable school has been found, the parent can help the child become familiar with different parts of the school and the function of those areas. Organise a visit to take photographs of the child in various parts of the school and make a school experience book. Talk about the functions and the vocabulary associated with each place. (See Vocabulary at School, pg.18)

FAMILIARITY WITH A FM SYSTEM AND MINI MICROPHONE

A FM system is an assistive listening device children can use in the classroom. It is comprised of a microphone or transmitter worn by the teacher and a FM receiver worn by the child. The acoustic signal is sent or transmitted via wireless FM signal. There are a variety of receiver styles that can be worn on the body or at ear level. These systems can be worn with a cochlear implant.

A Mini Microphone is a Cochlear True Wireless™ device that the child can take with them to transmit speech and sound directly to their processor. For more information on the benefits of the Mini Microphone, please refer to Cochlear's "Wireless Technology in the Classroom" guide.

Ensure that everyone involved is confident about using and testing this technology. Parents and teachers need to be consistent and vigilant about FM and Mini Microphone use, they can make a big difference to a child's confidence and comprehension in a mainstream classroom.

CLASSROOM TEACHER

In mainstream schools, teachers may not have any experience with children with cochlear implants. To start, parents should make clear that they and other hearing professionals are available to support the teacher. At the start of the year, regular meetings (e.g., once a week) can be helpful to monitor the child's progress and to discuss any problems with the teacher. A communication book is an effective tool to supplement the in-person meetings, phone discussions, and email. Notices about special events and excursions can be placed in the book to allow parents to review relevant vocabulary in advance of the event. Parents should ensure that their child's teacher has the support and training needed.



ACADEMIC PREPARATION

Parents should be aware of the basic language and general skill-level expected of children starting mainstream school. It is recommended that parents get a copy of the curriculum several months before school begins to help prepare. Access to the basic curriculum allows parents and therapists to identify possible gaps in language and concepts, which can be addressed before the child starts school. Kindergarten workbooks for language and math can give parents an awareness of the basics that their children will need.

PARENT INVOLVEMENT AT SCHOOL

There are a number of ways that parents can become involved at school. Volunteering in the library, attending field trips, or helping with class parties or special programs are some suggestions. There may also be parents' committee that supports administrative and maintenance management. If parents can support the running of the school, they have an additional opportunity to get to know the principal and teachers. This, in turn, will raise awareness of the child and how everyone can support that child's successful integration into the school.

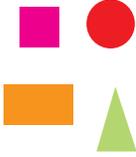
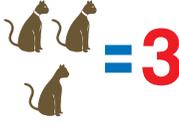
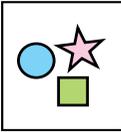
ACTIVITIES OUTSIDE OF SCHOOL

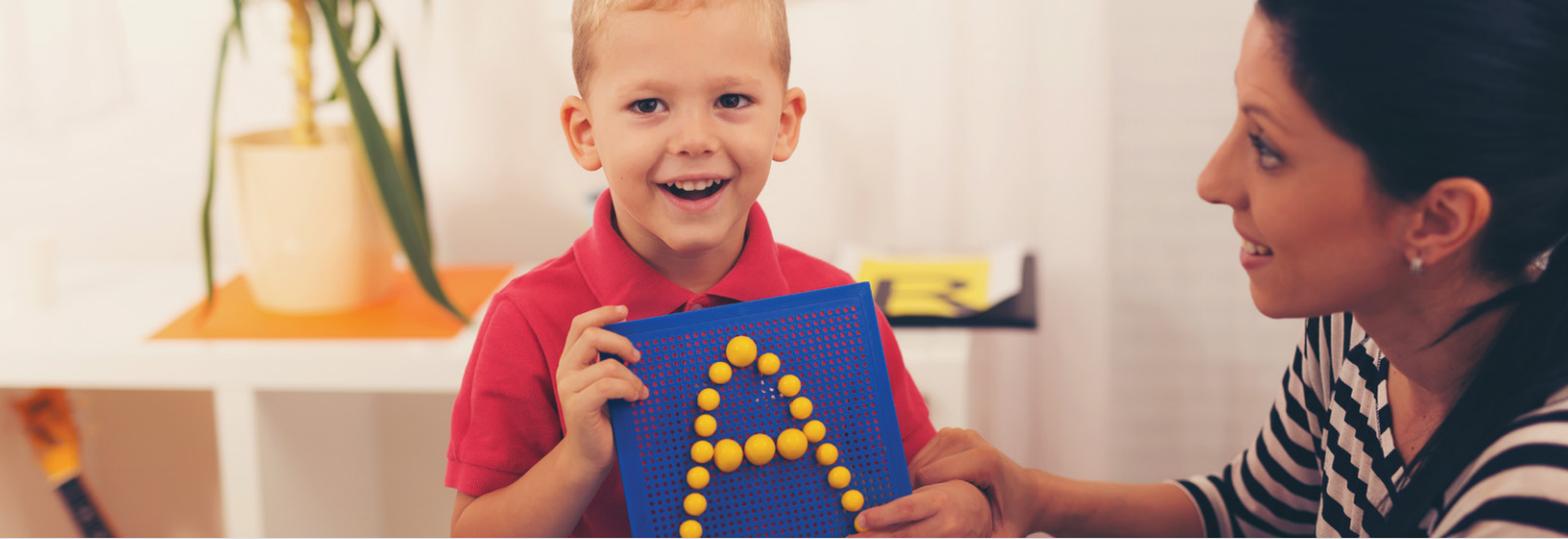
Building a child's social life outside of school is important in building self-confidence and incidental listening skills. Hobbies, sports, and time with friends are key language building opportunities, as well.

There are a number of ways parents can prepare for the transition to a regular school.

Going to School: A General Guide to Basic Skills

Note for Parents: Complete this checklist with your child in mind. Use the results to help inform educators on your child's current skill set. Remember this checklist is a basic guide only. It is not a test. Effective spoken language is the key to applying these skills.

<p>I know my colours</p>  <p>Yes Trying Not yet</p>	<p>I can recite the alphabet</p>  <p>Yes Trying Not yet</p>	<p>I recognise my initial sounds</p>  <p>Yes Trying Not yet</p>	<p>I can recognise my own name</p>  <p>Yes Trying Not yet</p>
<p>I try to write my name and words I know</p>  <p>Yes Trying Not yet</p>	<p>I know my shapes</p>  <p>Yes Trying Not yet</p>	<p>I can count from 1 to 10</p>  <p>Yes Trying Not yet</p>	<p>I recognise the numbers 1 to 10</p>  <p>Yes Trying Not yet</p>
<p>I can match groups with numbers</p>  <p>Yes Trying Not yet</p>	<p>I can sequence numbers 1 to 10</p>  <p>Yes Trying Not yet</p>	<p>I can write some numbers</p>  <p>Yes Trying Not yet</p>	<p>I can colour neatly</p>  <p>Yes Trying Not yet</p>



<p>I am interested in books</p>  <p>Yes Trying Not yet</p>	<p>I enjoy outdoor play</p>  <p>Yes Trying Not yet</p>	<p>I can skip</p>  <p>Yes Trying Not yet</p>	<p>I can use scissors</p>  <p>Yes Trying Not yet</p>
<p>I can dress myself</p>  <p>Yes Trying Not yet</p>	<p>I can play well with others</p>  <p>Yes Trying Not yet</p>	<p>I can take care of my things</p>  <p>Yes Trying Not yet</p>	<p>I am a good listener</p>  <p>Yes Trying Not yet</p>
<p>I can speak and listen to others in class</p>  <p>Yes Trying Not yet</p>	<p>I can join the others in songs, dramas and talks</p>  <p>Yes Trying Not yet</p>	<p>I can follow instructions</p>  <p>Yes Trying Not yet</p>	<p>I can share with others and take turns</p>  <p>Yes Trying Not yet</p>

Adapted from The Shepherd Centre Auditory Verbal Handout 2004

Practical Advice for the Classroom Teacher

As a teacher, it is important to recognise that the listening skills of hearing impaired children compared to hearing children vary greatly due to many factors. However, there are practical tips that are helpful in a setting with both hearing and hearing-impaired children.

The Classroom:

SEATING

The optimal seating position should take into consideration the arrangement of desks, classroom acoustics, the "better ear for hearing," and teaching style. The aim is to position the child so that he or she is able to get the best auditory and visual information from the teacher and classmates.

ENVIRONMENT

Position the child away from other noisy distractions such as fans, air conditioning units, vents, doors, and windows.

ACOUSTICS

Background noise makes it more difficult for the student with a hearing impairment to understand spoken language. Reduce background noise by using soft materials such as curtains, carpets or rugs on the floor, and corkboards or posters on the wall. Felt pads on the desk and under chair legs are also effective.

FM OR MINI MICROPHONE

Consistent use of a FM system and Mini Microphone will make listening and understanding much easier for a hearing impaired child in a busy, noisy classroom. This will also make your job of teaching the child easier. If the child has a FM system or Mini Microphone, encourage full-time use. Teachers should also learn to use the system and microphone for optimal benefit.

ALTERNATIVES

When possible, alternate listening sessions with practical activities to give the child a break from the concentration needed to hear and understand instructions.

INSTRUCTIONS

Give directions before a new activity begins and wait for the whole class to be quiet before giving new spoken instructions.

GROUPS

Reduce the amount of students in each small group.

PREPARATION

Inform school staff and classmates before the child starts school. Providing information about hearing loss in general, and the child's specific hearing impairment and device can help minimise teasing that occurs due to ignorance. Teach the class about basic strategies to make listening and communication easier for their hearing impaired classmate.

BUDDIES

Let classmates take turns being the child's "hearing buddy."

References:

- Bednar, A. 2005. Practical Tips for the Classroom Teacher, "Volta Voices"
Clarke, M. H. 2005. Language Games for Classrooms New Communications Concepts
Doyle, M. 2003. Mainstreaming in the Public Schools: Do You Have Realistic Expectations, "Volta Voices"
Estabrooks, W. 2000. A Child Who Is Hearing Impaired In Your Class? "The Listener: Journal of the Learning to Listen Foundation"
Mangiardi, A. 1993 A Child with a Hearing Loss in Your Classroom? Don't Panic!! Library of Congress Cataloging in Publication Data



The Child:

BASIC LISTENING

Expect the child to respond to his or her name by voice. This is one of the first goals of his or her listening skills program.

COMPREHENSION

Check the child's comprehension of instructions by asking, "So what will you do now?" or "What did you hear?"

EXPECTATIONS

Apply the same rules of behaviour to the hearing impaired child as you do with all other children in the classroom.

REITERATION

Encourage the child to ask questions and ask for repetition and assistance, when needed.

IMITATION

Encourage the child to imitate, in a meaningful way. For example, if the door is left open, ask the child to tell someone else to close it.

PARTNERING

It can be very helpful for the child with a hearing impairment to sit beside a "buddy," a child who is a good language and behaviour model. The buddy is there to assist the child, but not to do the work for them.

INCIDENTAL LISTENING

Encourage interaction with other children who speak well so that the hearing impaired child can get the most benefit from good, natural language models.

NOISE

Even if a child with a hearing loss has good language and listening skills, be aware that his/her hearing and understanding will be more affected by background noise.

This comprehensive guide will help you provide support for your student with a cochlear implant.

Practical Advice for the Classroom cont.

The Teacher:

PACE

Speak naturally in a clear voice, at a regular rate. Don't exaggerate.

VIEW

When giving instructions or explaining something to the class, stand at the front, facing the class. Do not stand in front of windows or with the light behind you, as it will make it more difficult for the child to lip read.

INSTRUCTIONS

When giving instructions, use short, simple sentences. Avoid using single words; these are harder to hear and provide less acoustic information.

ASSIGNMENTS

Write key words and instructions on the chalkboard. This is particularly important when giving homework at the end of a lesson. The class may already be packing up and the noise level in the class rising as you are giving the assignment.

POSITION

When writing on the chalkboard, do not talk with your back to the class. Even with FM use, it is easier for the child to follow instructions or new information if you are facing the class.

FM AND MINI MICROPHONE

Wear the FM microphone 30 - 40 centimeters from your mouth. With class discussions, use the transmitter with the child's FM or use the Mini Microphone.

PARAPHRASE

If the child does not understand you the first time, paraphrase your message.

For example:

"I'm going to wait until everybody is sitting quietly before we can all go outside."

Repetition:

"When everyone is quiet, we will go outside."

REWORD

Reformulate the child's sentence in a different form without changing the meaning.

Child: *"I went shopping."*

Teacher: *"Did you go shopping?"*

TRANSLATE

Repeat or rephrase questions and answers of classmates in any situation in which lip-reading may be difficult. Say the speaker's name and point in his/her direction, so that the speaker is clearly identified.

DOCUMENT

Create a parent/teacher notebook. It is important to have ongoing communication with parents in order to maintain a complete picture of the child's situation. The notebook can include information about the child's hearing loss, device, and other issues that may affect performance in class. Homework and notification of events and excursions can be communicated at least a week in advance so the parent and child can prepare.

COMMUNICATE

In addition to the parent/teacher book, regular meetings, email contact, or phone conversations are recommended.

References:

- Bednar, A. 2005. Practical Tips for the Classroom Teacher, "Volta Voices"
Clarke, M. H. 2005. Language Games for Classrooms New Communications Concepts
Doyle, M. 2003. Mainstreaming in the Public Schools: Do You Have Realistic Expectations, "Volta Voices"
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Vocabulary at School

In the year before starting school, parents can help their child prepare by introducing and practicing school-related vocabulary. Parents may wish to develop a “School Readiness” book that includes photographs of the child in various areas of the school and making a list of the vocabulary and language concepts that may be used in each area.

SCHOOL

- Name and address of the school
- Name and function of different parts of the school
- Play areas and names of equipment
- Vocabulary for large activities such as sports days.

DIRECTIONS FOR LOCATIONS IN THE PLAYGROUND

“Behind the cafeteria, beside the library, the benches under the tree in front of our classroom.”

“To the left or right, the first, second or third bench.”

“Before you eat your lunch, put your hat on because it is very hot outside.”

“After you eat your lunch, put the rubbish in the bin.”

PLAY AND PLAYGROUND EQUIPMENT

- Names of the different pieces of equipment (check on school-specific names)
- Action words: swing, slide, climb, crawl, jump, push/pull, etc.
- Position words: edge, center, across, middle, left/right, top/ bottom, under/over
- Descriptive words: round, curved/straight, horizontal, vertical, long/short, colours
- Slang of peers: popular toys at the time, how peers greet each other etc.

ASSEMBLY

- The bell, buzzer, or PA announcement (sounds and vocabulary)
- Reason for assembly: ensure that everyone understands why they are going outside



LANGUAGE FOR INSTRUCTIONS

"Finish what you are doing, then ..."

"Line up."

"Stand in a row."

"Walk to the front/to the back/to the side."

Negatives:

"Do not go down the stairs until I tell you."

"You don't have to wait until everyone is finished."

"Don't forget your hats."

MULTI-ELEMENT DIRECTIONS

"Go back to your classroom in a line/in pairs."

"Before second graders return to the classroom, they need to go to the cafeteria for a special announcement."

"Group/team number 10, proceed to the left, behind the third grade class."

"Wait at the door."

"Wait just outside the door, line up in the hallway."

BASIC MANNERS

Polite language:

"Please, Thank you, May I?"

LUNCHTIME

- Bell or buzzer for lunchtime and other breaks
- Lunch box items: which food is for lunch and/or snacks
- Areas in the playground for different age groups, for example: the second grade lunch area
- Instructions from teacher (four directions, auditory memory, and processing):

"It's lunchtime. Everybody put away your books, get your lunch boxes, and line up in pairs at the door."

CAFETERIA/LUNCHROOM

- Names of typical food items

Vocabulary for the Classroom

Applying language and concepts through listening.

Before hearing impaired children start school, parents should practice instructions that would commonly be used in a regular classroom. Familiarity with basic instructions will make a big difference in a child's self-esteem and will make successful adjustment to the school environment more likely. This practice can be done with daily routines and play scenarios.

Keep in mind that the listening environment at home or in an auditory habilitation session is calm, quiet, and conducive to listening. A classroom is a very noisy place, and the task of listening to and understanding instructions is much more difficult.

- Roll call. Response to name. *"I'm here."*
- *"Get your books out. Show me your work."*
- *"Write your name on the cover/inside the front cover/on the back."*
- *"Write in capitals/lower case/on the line."*
- *"Upper/lower, left/right hand corner."*
- *"On the edge. In the middle. In the lower half/upper half."*
- *"Fold the paper in half/diagonally/twice/three times."*
- *"Circle the correct answer."*
- *"Put a check mark/next to/under/above the animal that lives in the water."*
- *"Put a line through/under/across/above/next to."*
- *"Draw a line from ... to ..."*
- *"Leave a space between ... and."*
- *"Put them in a row/in a circle/grouped according to category."*
- *"Put them together/move them apart/mix them up."*
- *"How many altogether? Who has less/more?"*
- *"Before you do ... I want you all to ..."*
- *"After everybody has put their books away, can you ...?"*
- *"It's time to go. After you put all your things away, line up at the door with your bags and hats."*

Language associated with math, such as: each, any, equal, few, more, less, add, total, sum, etc. Abstract words may be more difficult.

References:

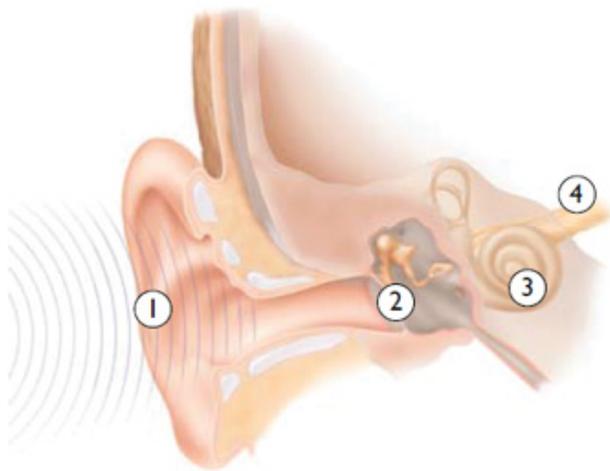
- Estabrooks, W. 1994. Auditory Verbal Therapy for Parents and Professionals
Estabrooks, W. 1998. Cochlear Implants for Kids
Romanik, S. 1990. Auditory Skills Program, NSW Department of School Education, Special Education Division

How the Ear Hears: Hearing with a Cochlear™ Implant

It's important you understand how nature intended hearing to work and compare that with what happens with a person who has hearing loss.

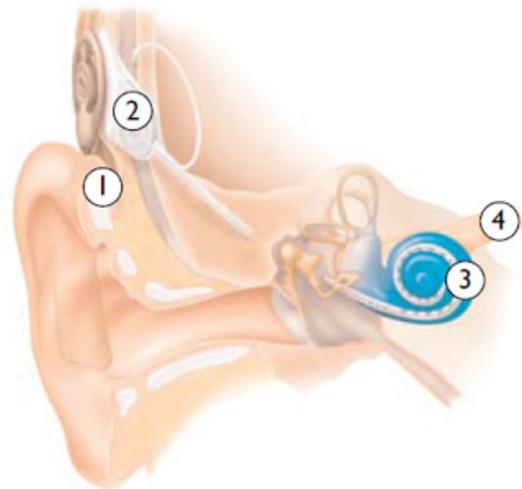
HOW THE EAR HEARS

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.



Rehabilitation Resources

Cochlear's rehabilitation resources provides age-appropriate training resources to help maximise your child's hearing. The programs include fun and engaging activities from early listening to more complex conversations to use of technology.

For more information about Cochlear's rehabilitation resources and to join programs, visit www.cochlear.com/au/home/support/rehabilitation-resources

Programs:

LEAPing ON WITH LANGUAGE PROGRAM

When your child begins school, they begin a new life that broadens their horizons, meeting new teachers and making new friends. That is why so much of their social and scholastic success depends on their hearing ability. Using practical, yet powerful lessons and techniques, our program will help take your child's speaking and comprehension skills to the next level. It will not only help them advance, it will help them LEAP ahead into a great future.

SOUND FOUNDATION FOR CHILDREN PROGRAM

Children preparing for school have a lot to look forward to: new friends, new routines and new experiences. Prepare them for this new world with practical activities to increase their listening and speaking skills. Our newest program bridges basic skill development and builds a strong foundation for the future.



READING WITH COMPREHENSION

Successful readers are often those with positive experiences with books, words, and language from the earliest years. Nurturing a child's early love of reading may yield outcomes that cannot be measured for many years. This investment is well worth both the immediate results and long-term benefits of creating life-long readers and learners.

ADDITIONAL RESOURCES

The following resources may be helpful in learning more about reading issues and children with cochlear implants:

Robertson, L. 2000. Literacy Learning for Children Who Are Deaf or Hard of Hearing. Washington D.C: AG Bell Publications

Trelease, J. 2001. The Read Aloud Handbook. New York: Penguin Books Available at www.amazon.com

Wilkes, E. 2005. Trends in Literacy Research and Factors Affecting Literacy Achievement in Children with Hearing Loss. "The Listener: Journal of the Learning to Listen Foundation." pp 112 – 121.

Join various programs with your child to help improve their communication skills.

Hear now. And always

As the global leader in implantable hearing solutions, Cochlear is dedicated to helping people with moderate to profound hearing loss experience a life full of hearing. We have provided more than 550,000 implantable devices, helping 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 innovative future technologies. We have the industry's best clinical, research and support networks.

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

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 read the instructions for use. Not all products are available in all countries. Please contact your local Cochlear representative for product information.

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