



TIPS FOR THE TEACHER

- Maintain a communication notebook between school and home with regular entries.
- Talk naturally, not too fast or too slow.
- Project your voice, but do not shout.
- Do not talk with your back turned to the class.
- Try not to move around too much while talking.
- Make sure the child can see your face clearly when you are speaking.
- Make sure your classroom has adequate lighting.
- Be aware that the sunlight coming in through the windows can make lipreading and watching visual cues more difficult.
- Do not block your face with your hands, books, or other items while talking.
- Keep in mind that children hear best on their implant side.
- Come up with a fun, secret way your student can let you know they do not understand, such as putting a certain item on the desk or using a certain hand position.

TIPS TO HELP STUDENT COMPREHENSION

- Clearly introduce a new topic when the subject of conversation is changing.
- Summarize key points given by classmates.
- Write words, dates, assignments, and other important information on the board.
- Provide a list of vocabulary or other assignments for the child to learn at home prior to class discussions.
- Point or say the name of each child who contributes to a discussion so the child can identify whom to focus on.
- Repeat or rephrase comments or questions to the entire class before responding or calling on another child.
- Use visual cues, such as body language and props, to allow the child a second opportunity to receive the message you are communicating.

TIPS FOR SEATING

- If possible, allow the child to have flexible seating so they can move to the optimal hearing location for different activities.
- Sit the child in front during assemblies.
- If the student uses a Roger or FM system, give the microphone/transmitter to the person speaking.
- Seat children in a horseshoe or circle during group activities.
- Seat the child away from peers who are especially noisy.
- Seat the child away from windows.

TIPS FOR A QUIETER CLASSROOM

- Keep in mind that hard, smooth surfaces reflect sound and make listening more difficult.
- Use a carpeted classroom, if possible.
- Cover hard, reflective surfaces with sound absorption materials such as cork boards and cloth hangings.
- Put tennis balls on chair legs that sit on hard surfaces.
- Put drapes on windows.
- Keep the classroom door shut to eliminate noise from the hallway.

TIPS FOR EQUIPMENT MAINTENANCE

- Identify one staff member who is responsible for doing a sound check of the cochlear implant as well as checking the Roger or FM system (*if applicable*) each morning.
 - Verify the child's sound processor is set appropriately, check the program number, volume, sensitivity, and battery charge status.
 - After the equipment function has been verified, perform a daily listening check using the Ling Six Sound check.
- Annual in-service training is recommended for all educators who work with the child regarding proper use and care of the child's cochlear implant system.
- If the child uses a Roger or FM system, remember to turn off your microphone/transmitter during classroom activities that do not involve the child using the Roger or FM system. For example, when providing instructions for small group activities.

ADDITIONAL CLASSROOM TIPS

- Teach the child to indicate if they do not understand and provide them with compensatory strategies to use, such as *I didn't hear that* and *I don't understand*.
- Teach ancillary staff members to notice indications of misunderstanding or confusion.
- Know the child will appreciate every effort you make to help them in the classroom.
- Remember a child with a cochlear implant typically has hearing thresholds between 20 and 45 dB HL across the speech frequencies, which does not mean they have normal hearing.

Advanced Bionics

For questions or additional information: Toll Free 1.877.829.0026 TTY 1.800.678.3575 Monday through Friday, 5am to 5pm PST

Web AdvancedBionics.com Email CustomerService@AdvancedBionics.com • ToolsforSchools@AdvancedBionics.com