

Classroom Suggestions*

- ✓ Effective use and **troubleshooting** of cochlear implant on daily basis.
- ✓ Reduce sources of competing noise in the classroom. A **soundfield amplification system** is an excellent tool to address background noise.
- ✓ **Gain the student's attention auditorily.** Do not tap or wave to get child's attention. Once you have the child's attention, remember to communicate face to face. The child with a cochlear implant will have difficulty understanding and hearing the teacher if she is talking with her back to the child. Examples include talking while writing on the chalkboard.
- ✓ **Write key words**, dates, and homework assignments on the chalkboard.
- ✓ **Use visual demonstrations** or written support for verbal presentations.
- ✓ **Repeat** student's answers to teacher directed questions.
- ✓ **Preferential seating** arrangement
- ✓ **Expect** the child to contribute **orally**.
- ✓ **Highlight specific phonemes** for student's attention, -incidental correction.
- ✓ **Repeat** the part of a student's statement that is understood.
- ✓ **Give** the student a **limited number of choices**.
- ✓ **Ask** the student to **repeat a misunderstood word** or phrase.
- ✓ **Ask** the student to **re-word or write** an unintelligible answer.
- ✓ **Prepare lists of vocabulary** to learn at home from subject areas.
- ✓ **Highlight** new words in each lesson.
- ✓ **Check** the child's **comprehension** of materials and directions.
- ✓ Ask student to substitute new words for old – **expand vocabulary** use in a variety of contexts.
- ✓ **Repeat or rephrase** information into simpler form.
- ✓ Hearing-impaired children have **difficulty hearing final word endings and other morphological markers**. This can result in omissions of syntactical structures and phoneme substitutions, which can contribute to confusion in the classroom on the child and teacher's part. During spelling test, use the word in a sentence, which will allow the child to use context.
- ✓ Try to keep your book down when orally reading. **Good eye contact** is important for all children.
- ✓ Do try to **stand fairly still** when talking.
- ✓ Try to **allow the child to move his/her seat** when he/she feels this move to be advantageous for comprehension.
- ✓ Do try to **discuss the cochlear implant** and hearing loss with the class.
- ✓ If necessary, **institute the buddy system**. A buddy can help the child with any missed directions, cue him/her into the discussion, share notes, etc.

* Source: Cheryl DeConde Johnson, Ed.D., Johnson_C@cde.state.co.us