



EDC 577 - Introduction to Cochlear Implants for Educational Consultants (3 credits)

Course Description

This course offers an in-depth study of young children who receive cochlear implants and are enrolled in early intervention or preschool services. It examines audiologic, social-emotional and developmental aspects of these children from birth to age five. Attention to roles of speech and hearing professionals during pre-implant candidacy and professional collaboration during post-implant habilitation is given.

Course Objectives

At the conclusion of this course, the participants will be able to:

- identify cochlear implant candidacy issues for young children with hearing loss
- compare and contrast roles of professionals involved in the evaluation of students being considered for implants
- outline the basic audiologic underpinnings of implant candidacy and identify the principles of speech perception with an implant
- identify legislation specific to children with hearing loss, summarize EHCI services, list local, state, regional and national resources available to professionals working with children with implants
- outline milestones of typically developing children across the cognitive, motor, social and linguistic domains
- demonstrate knowledge of cochlear implants and other assistive technology
- provide troubleshooting expertise for all basic types (body level/behind the ear) and models (Cochlear, Advanced Bionics and MedEl) of cochlear implants
- work effectively in a collaborative team of professionals providing (re)habilitation services to children with cochlear implants
- identify the component of strategic change as it affects service delivery for young children with hearing loss

Course Content

- I. Candidacy
 - A. criteria for young implant recipients
 - B. professional roles during the candidacy evaluation
 1. audiologic assessment
 2. speech language evaluation
 3. medical assessment
 4. educational evaluation
 5. social work assessment
 - C. completion of Children's Implant Profile (ChIP)
 1. identifying factors
 2. rating levels of concern

3. making team decision
- II. Basic audiology
 - A. Educational implications of hearing loss as a function of severity
 - B. Speech perception
 1. acoustics of speech
 2. relationship of speech perception to speech production
 - III. Legislation & Resources
 - A. Laws, Acts, Bills
 1. Individuals with Disabilities Education Improvement Act
 2. Early Hearing Detection and Intervention Act
 3. No Child Left Behind
 - B. Resources
 1. National Center for Hearing Assessment and Management (NCHAM)
 2. Alexander Graham Bell Association for the Deaf/Hard of Hearing (AG Bell)
 3. Oral Deaf Education
 4. My Baby's Hearing
 5. American Speech Language and Hearing Association (ASHA)
 - IV. Typical Development
 - A. Cognitive development
 - B. Gross motor development
 - C. Fine motor development
 - D. Language development
 - E. Articulation norms
 - F. Feeding, oral motor development
 - G. Vision
 - H. Play and symbolic play
 - I. Social-emotional, pragmatic development
 - J. Early literacy development
 - V. Cochlear Implant Devices & Troubleshooting
 - A. Cochlear Americas
 - B. Advanced Bionics
 - C. Med El
 - VI. Collaboration
 - A. Personality style
 1. Kiersey Temperament Sorter II
 2. Myers-Briggs
 - B. Components of successful collaborative groups
 - VII. Strategic Change
 - A. Establishing urgency
 - B. Creating and communicating a vision
 - C. Planning for and creating short term successes

Assessment

- Completion of pre-requisite Learning packet & reflective essays (40%)
- Participation in On-site activities (20%)
- Creating a strategic plan for change with presented to the group during Capstone Experience (40%)

Course Text

Chute, P. & Nevins, M.E. (2006). School professionals working with children with cochlear implants. Plural Publishing, Inc. San Diego.

References and Resources

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Websites

www.infanthearing.org
www.agbell.org
www.oraldeafed.org
www.babyhearing.org
www.cochlear.com
www.bionics.com
www.medelus.com
www.ncbegin.org