

**Exploring Interpreting Strategies**  
**for Students with Cochlear Implants:**  
**An Online Community of Practice**  
**Wiki**  
**April 6—May 31, 2009**  
**Ohio School for the Deaf, online**

During the course of this online seminar, participants were asked questions and required to post their answers in a type of document called a Wiki. What you are viewing now is a PDF version of this Wiki.

**STRATEGIES FOR INTERPRETING FOR STUDENTS WITH COCHLEAR IMPLANTS-**

This week, you are to share one strategy that you have used when interpreting for students in the classroom with CIs. It can be a pre, during or post- interpreting event strategy. Or you can post about an approach that have not yet used, but want to consider incorporating into your work.

**AS** I have found that I need to interpret for students with CI's in much the same manner that I use for other deaf students. Since I can never be certain of what the level of understanding is, I check often for visual cues, and direct questions to the student to see if he/she is getting the message. As I begin to know the student better, and the comprehension level they exhibit, I adjust my interpreting style. Sometimes I need more oral/verbal cues, sometimes not. It is really a decision I make on an individual basis.)

**D, W** I always keep a picture dictionary in the classroom. I have used it time and time again when I have noticed that a student does not understand the vocabulary/message. In most situations this will take place following the lesson and has proven to be very beneficial.

**D, K**- There are 7 OSD students who attend School X. Out of the 7 students, 1 of them has a CI. I have a limited experience working with Deaf students who have a CI, so I have been a sponge during this seminar! The only time I interpret for this student is during assemblies when most of the students are together. With all of the Deaf students I look to see if they are comprehending what is being said by their facial expressions. This obviously can be hard if you are not used to interpreting for the student.

**D, D** A new strategy I am trying while interpreting is two-fold. First, I sometimes interpret larger. If the signs are bigger maybe the student's peripheral can pick up more. Secondly, while at a workshop, this summer, there was a discussion about eye contact and that is important to not just make eye contact with only the deaf student but as the teacher looks across the room interpreters can do that also. (depending on the student's maturity) I have found him looking at me more now that I have started this. (I only started both strategies last week)

**E, A** I'm like most people and really don't do anything different than what I would do with a student with aids. If there is a new concept taught and the student has not been pre-taught I will try to grab a picture dictionary or find the closet map or use whatever visual that I need. Sometimes that's not an option so I just interpret and try to jot down what was discussed so that I can go back later or the deaf ed teacher can review for them what was talked about. I have used some visual phonics but I'm not in the class when they so spelling so I'm forgetting how.

**G, K** I try to make everything as visual as possible and try to read their facial expressions and body language for feedback if they are understanding. There's not much difference, unfortunately between how I interpret for my kids with CIs and my Deaf kids.

**H, K** My experience so far is that there is a lot of making up all that language and base knowledge they've missed out on so far. So I explain a lot before (recently I've had more time for one on one prep with my student) or after instruction and review during the assignment, I communicate more with the teacher about strategies for the specific student and since they don't always watch me I make sure that when they do I am presenting key information. Yes, many of these strategies I use for other students. These are more for low language and/or level students than CI specific.

**K, P** I always watch a student's face. It's amazing what cues you can pick up! If I notice a look of confusion, I will explain a bit more in depth. If the student is still not grasping a concept, I will suggest that they make an appointment with the teacher for a tutoring session.

**K, K** I have learned the Visual Phonics system this year and I am currently using this during spelling, phonics, or when he is writing and can't "hear" the sound. Still experimenting with this....so far it has been helpful and is allowing him to take more ownership for his work.)

**L, A** I try to look for facial cues, when the student does not understand, then I will step in and ask him if he understood. I try to be as visual as possible in my interpreting. When I can, I like to have a visual aid. I think it really does help to have a picture.

**M, C**- I do not find that I interpret much differently for students with CIs as I do aided students. I believe educational interpreting is very individualized, according to the need of each student. Though the amount each student "hears" is different, I try to interpret everything and allow the student to discern which nuggets they can glean from the teacher and when they need the assistance of an interpreter.

**M, S**: This is my first experience working with a student who has a CI, so therefore this has kind of all been trial and error in doing different things. I am grateful because my student is able to "hear" different

things. One strategy that I have used is watching her facial expressions to see what she is picking up. I have gotten really good at reading her facial clues and then asking if she can hear that (whatever it may be). Then my next question always is what is he or she saying or what is that noise? Because like we have talked about many of our students can hear but have not learned to listen. Because of this I want to know what she is really understanding or not. Another strategy I use is documentation. I do this at least 2 or 3 times a week but keep notes throughout. I will document what she is hearing, if she is understanding or new things that she is picking up on. This is good for the whole team that works with her to see where she is really at in the spectrum of using the CI and how successful it is for her. This has probably been the thing that has benefited the team the most. Then we are all on the same page and can see what is really working or not working.

**P, L** One of the strategies I have used with one of the students I work with who recently came to us from an oral program is to give her the option of watching me interpret for the entire time including during note taking time, or to take notes herself and then ask for clarification if necessary. She will often choose to have things interpreted and then seek notes

**R, L** Working with CI students the interpreter will convey only new vocabulary and concepts so the student will rely on their auditory skills.

**S, L** As I mentioned before, the students I work with now have decided to stop using their cochlears so I can't really share a strategy... However, in the past, I too have used the picture dictionary with the students and it helped a lot. Sometimes I would point to my mouth then I would say the word and sign it at the same time to give them further clarification.

**S, J** I recently interviewed the CI student that I sub for and asked her this very question. Because the student is in a post-secondary educational setting, and is very adept at advocating for her needs, she shared the following tips/advice to an interpreter working with CI students. "...Just work with them (CI student) and be open to their need to look at the speaker now and then. They will tell you what they need. It depends again on the individual and their preferences." Again, the response was from a post-secondary level student. I'm sure this advice will also fit well with other levels of education. I look forward to sharing additional info (with permission) as the seminar progresses.

**T, D** As Susan mentioned, I also interpret the same as with the d/Deaf and HOH students. I do use visuals and manipulatives more often with my morning CI student. While interpreting I watch for the student's facial and general response cues to make the needed signing adjustments. When I don't have the child's attention I do make the classroom teacher aware so that he or she can address the matter. )

**U, D** When I was interpreting for a student with a CI in a class where the teacher was very very repetitive in her teaching methods, I would give the student an opportunity to try to listen herself for the next direction. The class was her computer technology class...the teacher and I worked together to allow the student be more independent. It worked!

**W, C** I would really like to learn the Visual Phonics system and incorporate it into my work. The teacher of the deaf and another interpreter here have learned this system and use it with the students. It has really seemed to help the younger ones. I have learned a few things, but I would really like to know it all.

**W, D** Great question. That's exactly why I wanted to take this class. For strategies. At this point I'm not interpreting any differently for my CI student than I would for a deaf student. I probably put more on my mouth. I'm always watching their facials, watching their eyes, are they looking around at other students to confirm what they think I signed? Thanks everyone for your suggestions, it's appreciated!

**W, S**- Because one of the students I work with is very determined to ignore the interpreter, I find that I try to be much more aware of his facial expressions and body language. I have learned to "see" when he is not getting the information because not only will he NOT ask for clarification, he will deny that he has missed anything. I feel I have become more "in tune" to him and often see he's missed something. I then get his attention and interpret whatever he's missed. He will usually watch and accept (as long as I don't point out that the reason I'm doing it is because I know he's missed information 😊). When I feel he is following well, I continue to interpret, but leave him alone with his independence.

## DEAF STUDENTS' PERSPECTIVES

This week, we are focusing on Deaf Students' Perspectives. In the Wiki page below, please answer the following questions:

- 1) What is your student's understanding of their CI experience? Include their perspective on Deaf Culture and their role in it.
- 2) What is their sign system preference? What do you know about why that's their chosen method?
- 3) Describe your student's self-advocacy skills related to interpreting - knowing when and how to request it and what parts of communication is it needed for?
- 4) Any other thoughts you believe would be relevant to this discussion.

**A, S** My student's perspective of his CI is that he seems committed to using it to the best advantage. He isn't very interested in Deaf Culture, per se, but I think he sees himself as disabled in a hearing world. I doubt that he will ever consider himself (big D) Deaf.

I recently interpreted for this student in a setting outside of the classroom. His Mom specifically requested a SEE interpreter, because that is what her son feels comfortable with.

NOTE: I am retired from the school system and now I free-lance in the community.

I think, in a wierd way, her sons (both deaf with CI's) look at ASL as somewhat of a "lesser" language because it is not a written language. I have tried to help them understand that ASL is what they will see in the "real" world, but they still have a strong preference for SEE.

Both my student and his brother are great advocates for themselves. They are bright and very capable. Both have found success with their CI's and prefer to use their voices rather than to sign. I have noticed that when they are with their parents, the family speaks and they don't sign to each other. They will request an interpreter for all classroom activities (except gym) and they use an interpreter pretty well. My student and I have an understanding that when he needs clarification, he looks at me. He moves around very well in the hearing world. He is a senior this year taking Chemistry, Physics, and Pre-Calculus and just got his first "B" ever.)

NOTE: I am now a sub, but I had this student full time before I retired. I use whichever sign system the student/client requests. I have experience with both.

### **D, W**

1. My student does not have an understanding of the implant experience. She is very young and due to other physial challenges she doesn't understand the benefit of being able to hear sounds. However, she knows how to remove the implant and constantly does. She does not have any knowledge of Deaf cultue. At this point of her life, her parents identify more with her syndrome diagnosis.

2. The parents have chosen CASE for their child. However, due to minimal language skills we often use ASL. They support using ASL for comprehension. They have chosen CASE over ASL because they feel that CASE is better for reading and writing.

3. My student is just learning sign and the role of the interpreter. We have a long way to go. This is her first year with an interpreter and to learn sign.

4. While working with a student that has minimal language skills can be so difficult it is so rewarding when you start to see that the student is beginning to understand that the signs have meaning. Maybe a good study would include Exploring Strategies for CI students with MLS.

### **D, K**

1-The Deaf students that I interpret for does not like CI's. They said "they are painful, too expensive and that the waves effect memory". They said "that out of 100 Deaf students at OSD only a few have a CI". The student continued to say "we all sign and a few use a hearing aid".

2-I do not interpret for a Deaf student that has a CI. The student that I interpret for signs PSE, with mouthing for clarity.

3- I always interpret everything because that is my job! The Deaf student that I interpret for is very outgoing and they want to know everything (as they should).

4-I am still learning about CI's, so I apologize for not having a lot of input.

### **D, D**

1.The workingCI student once wrote that if he could pick three things he couldn't live without he put down his CI yet he struggles to explain why it is important. He is proud of being deaf but rarely signs and he always voices for himself. He doesn't have any personal experiences with deaf culture, only what the deaf itinerant teacher has taught him, such as number stories.

The brokenCI hated the CI experience. His CI would frequently come into school mysteriously broken. He is familiar with deaf culture through silent weekends, OSD camps and what the deaf itinerant teacher has taught him deaf poetry. I will say the first time he went to a silent weekend he was very nervous to interact with deaf people (He wore his implant at that time) He is comfortable in both hearing and deaf communities now.

2.The workingCI rarely signs and when he does it will be single signs. He is receptively aware because he has corrected an interpreter on her sign choice. We use CASE when we interpret because we feel it is the fastest and most accurate signs to match the speaker.

The brokenCI uses a modified ASL. It is important to have a language so it was agreed that ASL would be the best choice. As he started learning about synonyms and how words were spelled and pronounced he wanted the words to be mouthed. He also knows ASL mouthing for many things.

3. The workingCI doesn't always self advocate. Sometimes we ask him what he wants us to do and his responses used to always be "whatever you want", "sure", or "I don't care". This is improving but I don't think he really knows what he wants or needs when it comes to interpreting.

The brokenCI is NA to this question, because he isn't currently using his CI.

4. I am finding it hard to interpret for the working CI student. I am not sure of my options for the different ways I can be interpreting. Also I am not sure how to educate him how to be an advocate for himself. Should I do oral interpreting? Teach him/myself oral interpreting for foreign language. What do I do when I know he is missing stuff when he says he is fine, no closed caption?

### E, A

1. I've never asked my student about her experience with the CI and whether she remembers the surgery or not. I believe she was implanted around age four. As far as Deaf Culture she's not aware that there is a Deaf culture. Signing is very limited at home and outside of school she doesn't see other Deaf children of adults.

2. Her sign preference would probably be Pidgeon to Asl. If I transliterated she would not understand.

3. I would say at this young of an age (7) she doesn't have much self-advocacy. But I think if she went into the regular class room and there was no interpreter in the room she would come looking for an interpreter. Sometimes there are times where she will look at me and say what did they say? So she's slowing making that connection that if I look at the interpreter I will understand what is being said.

G, K My student was implanted young and remembers he had a surgery, but not much about it. He says it makes him hear better although he depends on sign for a clearer message. He views himself as hearing. I'm not sure at what age he began to sign. Signing is discouraged in his home environment. He is strongly encouraged to use his voice at home and his dad's wishes are to phase out sign. I don't see this happening. A second implant is already in the works, even though my student has expressed he prefer not to have it. He attends private speech classes that may be beneficial on some level but, unfortunately does not help his hearing peers understand his words any better. At school he seems comfortable to sign and be signed to. It is just a normal way of communication for him. It is sad to me what he misses and misunderstands at home. Signing is so discouraged for him he has on occasion showed up at school using only his voice telling me dad said he doesn't have to sign. (After I threw up a little in mouth) I decided to not make a big deal of it and naturally he started signing on his own. I'm interested to see how he feels about it all when he is old enough to understand for himself.)

### H, K

#1 My student was implanted by preschool which, I believe, is where he began learning sign language. He certainly knows the CI helps him to hear and he knows how to use it (like controlling the volume).

He doesn't judge the other deaf kids that have hearing aids or no assistance at all. I don't think he views it more than "this is what I have and another kid may or may not."

He calls himself deaf. He doesn't know anything about Deaf Culture. This year we've been introducing Deaf Poetry to our 2nd graders (deaf and hearing). The first time he said it was stupid and Dad thinks it's stupid. \*Dad does not like sign language so my student will sometimes say these things to test our reactions. All I say is, "That is Dad's opinion. I like it."\* Anyway, our deaf kiddos helped teach one of these (G-O-L-F if anyone knows it) to the hearing kids. They resisted until they got to stand in front of the class to teach it. The hearing kids loved it; that made our kids feel pretty cool. Since then we've shown some video of more ASL poetry and he has enjoyed some of it. He also met his first Deaf adult last week who has a CI, speaks and signs. He thought this was neat (not that he showed it to her), that she was like him. I think, given the chance, he could really embrace the Deaf Community and Deaf Culture.

#2 His preferred sign language is closer to the English side of the continuum, although he does shift some. This is what he has learned and grown up with. He also hears enough that he can hear the English and it is spoken English in his home. The more sign language he is exposed to the more

excited he gets so we'll see. I think at least aspects of ASL would really help his learning process and to distinguish between different sentence types, degrees of emotion, etc. When he reads he may know the sign for each word, but he does not always know what it all means together.

**#3** My student definitely lacks in his self-advocacy skills. I try to tell him that if there is not an interpreter then he needs to get someone. He just tells me that he can hear. While this is true, he does not comprehend. He will ask me questions and I will encourage him to ask the teacher himself. Then he will tell me to come with him. He used to say, "tell him." I would respond, "You tell him and I will voice." I do this with the hearing kids, too, to speak directly to my student and I will sign.

With his peers, though, he will voice for himself. I try to stand nearby in case the other kids are unsure of what he is saying. At the beginning of the year he would tell me not to voice for him. Now he doesn't mind. I hope it's because he wants to be understood.

Sometimes when a hearing kid (especially who he is not interested in befriending) wants to talk to him he will answer his/her question, but not always continue a conversation with him/her. He would instead initiate a conversation with me. That is improving too. He is slowly becoming more comfortable, less suspicious of people.

**#4** On the day he met the Deaf adult who has a CI we were on a field trip and she was our guide. At one point he was asking me a question so I encouraged him to ask her. She was walking over and encouraged him as well. He didn't shy away like I thought he might. It was fantastic. She both voiced and signed and so did he in their conversation. And I just backed away. One of the even cooler aspects of this interaction is not only that she is a successful Deaf adult (who called herself Deaf) that has a CI, but that she is a woman. He comes from a household where women are not equal. So all of these seemingly minor things to another kid make a world of difference to mine!

**K, P**...I just had an interesting conversation with one of our high school students. She is 18 and received a CI in eighth grade. I asked her a gazillion questions! First, I asked her whose decision it was for her to get a CI...She said her mom really wanted her to get it because she was always forgetting her hearing aids. She said she was a part of the decision-making process, but only a little. Next, I asked her about her pre-op appointments. Did she have an interpreter? NO!!!! Only for the day of surgery! Yikes! I then asked if she went through all of the mapping. She didn't know what that meant. She did, however, have extensive speech therapy. I asked her if she felt like she might change her mind later in life and maybe decide she no longer wants to use her CI. She said she doesn't think she will change her mind....She is an ASL user with no sign support at home. She will request an interpreter when needed. I did post most of this paragraph in a previous week, but it is much more fitting for this WIKI post!

**K, K**My student has minimal information regarding his CI and has virtually no input concerning Deaf culture but I believe that is because he has not been exposed to much. I don't think he has a sign preference, due to his young age, but I think he prefers if I sign and mouth everything...and elaborate if necessary. I feel he is a bit stronger in the field of advocacy as he will find me when he needs an interpreter at recess or during a conflict with another student. He knows to look at me for clarification or when the material is verbally given at too fast a pace. I feel I know this student fairly well, and that helps with my interpreting but then there are times that I interpret a thought 3 different ways because I am not sure he is comprehending what is needed to be successful in the discussion.)

**L, A** The student I work with was implanted when he was 5. He said he did not really remember anything about the surgery. He told me that he does like his CI. He lives about 45 minutes from Columbus in a rural area. His access to Deaf culture is limited at best. He seems more comfortable speaking than signing. He voices for himself in class and in small groups. However, when he is around his deaf peers, he signs, and seems comfortable doing so. e signs English and is able to sign pretty well. I think he uses both modes of communication well. He is able to go back and forth easily. He is

attentive to me when I am interpreting. He signs English. He told me that he learned sign language at home. There was someone who would come to his house and teach him sign. He did not tell me how old he was when he first learned sign.

I have been trying to encourage him to be more of an advocate for himself. He tends to be a little shy and embarrasses easily. He will often not let the teacher or the interpreter know if he is not understanding a concept or a word. He does not ask the teacher to put on the closed captioning, even though he prefers CC when asked. Sometimes I wonder if he would come and get me if I did not come into his class, or would he just sit there and suffer through?

**M?, C**The student I work with has her second implant. I don't really think she knows a lot about the "workings" of the implant, it is just her way of "hearing". She got her first implant when she was 5, so it is just a way of life for her. She is very English based, mainly because that is what was first introduced to her, and she likes it. If I attempt to use ASL or some specific signs from ASL, she will tell me it is not SEE. She has little to no experience with Deaf culture, though she does have friends who are deaf. She loves her implant and if the batteries go dead, she is very quick to change them. She said she would never go without her CI. She is very quick to look for me if she needs an interpreter, however, if I am not at school or if she is in an outside situation, I do not think she advocates for herself.

## **M, S**

1. I just had a discussion the other day with my student and how it was when she first received her CI. I was not interpreting for her at the time, so it was interesting to hear her perspective. She remembers driving far to get it and that she was scared and crying and that her mother told her to stop crying. She didn't say much about after her surgery so I asked her if she liked having her implant then. She said "no!" (From what I hear, she did not have a good experience at first with her CI. I think it was a traumatic experience for her-she was 4 when she received it.) Then I followed up with asking her if she liked having her CI now? She answered me by saying no again and saying that she wants to throw it away. The funny thing is, is that she hasn't missed a day of wearing it and when she has to choose to wear it (ex:outside) she usually chooses to wear it. I honestly don't think that she understands why she has the CI and I think that is probably confusing for her at such a young age. When it comes to the deaf culture, I honestly don't think that she knows one exists. One day her and I had a second to just chat and I was telling her about OSD and how all the kids who go there sign to each other. Her eyes got big and I asked her if she would like to go to a school like that and she said YES! I then went on to tell her about Gallaudet and then when she gets older and goes to college that she could go there, where other students signed. She seemed very excited! If I continue to be with her in the coming years, I think it would be interesting to see if when she has the choice if she will choose to be part of the Deaf community.

2. The sign system that is used with her is pretty much PSE. When I first got to this school I was all about ASL, however this school was not and the 2 students did not know what ASL was. So, now I have met them in the middle. When it comes to story telling time in 2nd grade, I pretty much use ASL, because the set-up is so necessary. But there are other times when I am more SEE; it just depends on what we are doing in class. Now, my student knows that there are different ways to sign things. Before me, she never did. Now we look up signs in the ASL dictionary and in the SEE dictionary and usually I leave it up to her to decide which one to use. I am more flexible than I use to be and it seems to be working.

3. I am not sure how much self-advocacy she has when related to knowing she should have an interpreter. Like someone else said, if she was to be in the classroom and not have an interpreter, she would wonder where one was. But, I know that she goes to the doctor without an interpreter (which is just astounding to me) and that doesn't seem to bother anyone in her family...not sure if it bothers her. When it comes to using the interpreter correctly, I believe for her age, she does a pretty good job. She knows that the teacher is the one speaking, and I am the one signing and giving her the information. If she does not understand something in class or something that I have signed, she will ask me, "What

does that mean?" So she knows that there can be interaction between us and that I will explain. I am just happy that at age 8, she is wanting and willing to learn what different signs mean.

**M, A-** My student got her implant in 5th grade (now in 10th). We talk about when she first got it. While she said she would never go through it again she is happy to have it. I think mom pushed it on her, but agreed. She wants no part in Deaf culture and when we first met (the 2007 school year) she did not like to sign. Today she really doesn't sign she will sometimes sign to me if she is telling me a story. Her speech is pretty clear, but she was pulled out of therapy too early (it made her 'different'.) She always speaks for herself. She will use an interpreter for clarification but will never request it. I can tell by the look on her face that she doesn't understand. But once again it comes down to her not being like the other kids and doesn't want the help.

**P, L** My student got her CI when she was 4, she stopped wearing it when she was 9. She said it does not help her, she was in extensive speech therapy but there was not a lot of follow through. If it were up to some of her family members, she would get a second one, if she were given that option she states she would not do it. Her knowledge of Deaf culture is pretty good, at school we have a Deaf Mentor who works weekly with the students and they really enjoy their time with her. Her sign method would be ASL, she does very well with it and if she is not sure if she is accurate, she will ask me or the Deaf Mentor how to sign it in ASL. She does not use her speech at all and relies only on her sign, she is able to work with her hearing peers as well, she will write out what she needs to have said or mimes and gestures if she is in a social situation, she is not afraid to be with Deaf and hearing

**R, L** I don't think the student I worked with 6 years ago has a understanding of her CI experience. She was only 2 years old when implanted. I believe her perspective on Deaf Culture is truly involved now. She is the student who I referred to earlier in a post that was mainstreamed for years and then stopped wearing her CI and now is attending a deaf school. At the time when student was using CI and being mainstreamed her mode of communication was SEE. This decision was made by her parents. Their theory to use SEE was for their daughter to get a better command of the English language.

**S, L** The student I'm with the most decided to stop using the CI so I'm assuming his experience was less than ideal (we've never really had a conversation about why he stopped using it). He's one of those kids that seems to have just internalized ASL. No deaf in his family but he's just got it. The body language, the facial expressions, the signing, classifiers.....he's amazing to watch. Does anyone else work with a student like that?

He has lots of friends, both hearing and deaf and is assertive enough to advocate for himself when he needs to. He's someone I could envision becoming a leader in the Deaf community. Geez, I sound like a proud Mom, don't I?! Oh well, you asked! 😊

**S, J** Below are the CI student's comments, in their own words:

1) What is your student's understanding of their CI experience?

"My understanding of my CI experience has been a learning process as well as teaching my brain how to process all the new sounds I have picked up over the last 7-8 years. I have had to learn how to adjust to sounds that are/were overwhelming. I learned to describe what sounds are like for me.. I ve learned to work with the audiologist and a lot of patience has been maintained. My experience has been more good then it has been bad."

.....Include their perspective on Deaf Culture and their role in it.

"My role and perspective on Deaf Culture----- I am a Deaf Adult who really accepts the fact that my CI is not a permanent thing.. It's only to enhance my addiction to sound. I am very aware of the fact that there is a huge controversy in regards to the CI .. I do agree with the Deaf community that there is

nothing wrong with not being able to hear anything. We are all normal people who just can't hear. We can function like hearing people but are perfectly happy without the noise. Why bother "fixing" the Deaf community just so the hearing people don't have to sign. We want our "language" (ASL) to survive and evolve for years to come. I have a lot of conflicting views on the CI and as much as I love my CI.. I wonder why I even bothered at times to get it. I AM PROUD TO BE DEAF... I don't mind the questions or being a representative for the Deaf community but I do agree with the Deaf on a lot of things."

2) What is their sign system preference? What do you know about why that's their chosen method?

"My sign preference is ASL it's the national language for the majority of the Deaf Culture. I Love ASL it's a beautiful language and it requires lots of facial expressions and it's a fun language."

3) Describe your student's self-advocacy skills related to interpreting - knowing when and how to request it and what parts of communication is it needed for?

"I had to learn how to request an interpreter and know when to request it. I am a very strong advocate and I know my ADA Laws .... I will tell a person that when I meet with them I want an interpreter, if they protest or complain I simply say that I will not attend any meetings or class sessions unless i have an interpreter. I will take the time to educate those who do not understand why it is crucially important to have an interpreter in classroom or in meetings."

4) Any other thoughts you believe would be relevant to this discussion.

"Umm, I cant think of anything at this time but if i do i will certainly email you .. any other questions you or others might have feel free to email me I would be more than happy to help out ..."

**T, D--** I have two students but will share my information on the older one.

1. The now, 11 years old male received a left implant when he was 5 years old. He states that he hears "good" and goes to Children's Hospital to have the CI checked. He could not add any other details about the hospital visit. He does have a hearing aid for the right ear but does not wear it consistently.

2. This student will sign and voice for himself. He likes being able to do both so he can communicate with the hearing as well as with the d/Deaf. At age 3 or 4, "someone" came to his house to teach him sign language. He seemed rather pleased to share the fact that his older sister learned sign language so she could communicate with him. Of his parents he says they did sign "a little" to him. At home there is verbal communication.

3. This student admits an interpreter is needed in class. He knows how to ask for an interpreter and likes it when there is both sign and mouth movements. He is hesitant to both ask for clarification and direct his questions to the teacher due to lack of confidence.

4. The young man shared about his attending a church camp. There was a woman whom he met there that knew sign language. That made his experience more worth the while because he had an opportunity to know what was being said. He is looking forward to attending his first Deaf camp this June,2009.)

**U, D** The decision for the CI was made by her parents. She had no input into this decision not because she wasn't allowed to have any, but because she was so influenced by her mother. Unfortunately, she had no social or school contact with other deaf kids her own age. The family attended only a few camps over the summers. Not until she worked as a camp counselor at a summer camp did she develop friendships with other deaf kids. She now attends RIT and finally I can say she is genuinely happy where she is at.

My student used Cued Speech. When her parents found out she was deaf, she initially was taught ASL in preschool. Her mom, who is a teacher, decided to use Cued Speech because she felt it would help her daughter learn to read at grade level.

She rarely exercised her self-advocacy skills. Not until high school and much encouragement did she become more vocal. When she received a grade that she thought unfair, she knew the only way she would get satisfaction is if she talked to the teacher herself. I told her she needed to talk to the teacher because in college I wouldn't be there for her.

The student I interpreted for is now attending RIT and loving it! We keep in touch. From all indications she is very independent and I am sure that is because she has used her self-advocacy skills.

### **W, C**

1) My student has little to no understanding of her CI experience. She was implanted as a toddler and really knows nothing different. I asked her how she was when she got her CI and she replied with, "I don't know." As for her perspective on Deaf culture and her role in it, there is nothing there either. The only Deaf culture exposure she has had has been at OSD for Deaf camp.

2) The sign system my student uses is SEE. This was chosen by her parents when she was implanted because this supported the oralism they hoped she would gain with her cochlear.

3) My student's self-advocacy skills related to interpreting are not bad. When she knows someone is speaking and she wants to know what is being said, she will sign, "Sign, please." If she is not interested, she will sign, "Not sign, please." Otherwise, she does not demonstrate much advocacy for herself.

**W, D** I don't believe my morning student has an opinion about her CI or the fact that there is a deaf culture. I don't know when she was implanted so I can't say what she was like before or if there are any differences. I think she feels it's a part of her and she goes with the flow. My afternoon student is very aware of his implant. He knows that it is to help him hear and the goal is to use his voice. There is a possibility that he will be implanted with his second one soon. His experience with deaf culture...that's not encouraged in his household. I think his interaction with any other deaf is limited. He has deaf friends here at school and at church, but I don't think his family seeks out the deaf community. Both of my students are English. I don't know if that is their preference, but that is what they are exposed to. This is a mainstream program, they have hearing parents, and I assume English is what they want and not ASL. I tend to sign a little bit of both, out of habit maybe. Both children understand ASL and will use it sometimes, but it is not their usual language. My morning student is just now learning to advocate for herself. I am constantly telling her if I am not in the room with her she needs to tell the teacher or come find me. We have an established routine and she knows where I will be waiting for her. Sometimes she forgets though and just sits there watching the teacher. She also is beginning to ask me more questions about what is happening in her environment. "What did they say?", "why are they laughing?" "what was that sound?" etc. She knows she can and should get that information from the interpreter. Afternoon student will let the teacher know he needs his interpreter if class has started early or something. But at times he likes to tell me to stay in the deaf ed room, that he can go to class on his own. This usually happens at the end of the day when they are packing up and getting ready to leave. I have explained to him a few times, that may be a very important time of the day. Last minute instructions, papers passed out, etc. He prefers I stay, but is ok with my going. My students are young. They are just learning their rights. To be honest with all the other issues that we are dealing with, self advocacy and their rights are not priorities. When something comes up, I deal with it, but it's not something I focus on at this time. It's a process with these little ones and you need to pick your battles.

**W, S**- One of the students I work with has had her CI about 4-5 years I believe and we don't really have much discussion about it (she's 8th grade, boys are more important). She has mentioned that mom

wanted her to get a CI on the other side and she has no interest in that. She signs quite english. Her signing has gotten more english and more sloppy since the implant. She doesn't really advocate much for herself. We support her and encourage her but she's very shy and tends to sit back. Her school life, right now, focuses more on "fitting in" with the other kids and having friends.

## RESOURCE SHARING

This is the last week you are required to post in this Wiki. For this weeks' assignment you are to add one resource to this document. It can be just about anything - a web page, a document, article, journal, electronic media, heck...even anecdotal comments from CI users. Focus on trying to find resources related to CIs and the K-12 setting. Be thorough in your search and as creative as you can.

With this resource you are to do two things:

- 1) Write a brief review of the resource - much like an abstract or summary page. One paragraph minimum.
- 2) Write a brief explanation on how you would use this resource. Who would you share it with? How would you apply it to your work in the classroom? One paragraph minimum.

**A.S**The resource I found is the PBS website, Scientific American Frontiers. There is an article named, "Growing Up Different" which links to a video interview with Alan Alda who is telling about Kelly, a 7-year-old, who is about to receive a cochlear implant. He examines the process from the child's point of view as well as from a parent's perspective. The video is entitled, "Every Sound is a Present". It seems to be a fair and truth-seeking interview, with pretty detailed information about the surgical procedure.

I would like to share this article with the Intermediate (Gr. 3-5) Deaf Ed. teacher with whom I have worked. There are at least 3 students presently in her classroom with CI's and may be others who are considering it. It would be a realistic resource for her to point parents to, even though it may seem a bit simplistic to parents who have already been "educated" by their physician or speech pathologist. It certainly shows a child's point of view.

Since I am in the same classroom rather infrequently (as a sub) I can't think of how I would implement using this specifically, but just the knowledge of this resource is a bonus to me.)

Here's the link: <http://www.pbs.org/saf/1205/features/cochlear2.htm>

**D.W.**I chose an article on mapping since this is an area that I want to learn more about. The article was titled **Mapping the Cochlear Implant**. I found this article on the internet at <http://www.hearingpocket.com/mapping.shtml>

The article topics were: the need for a MAP, undating the MAP, how a MAP is performed, additional tests and MAP reports. Mapping is crucial for the CI user. Natuarlly, a CI user does not hear the same way as someone who has normal hearing. A person with normal hearing can process sounds within a 120dB range while the CI user has a range of only 6-15dB in electrical current. This makes it necessary

for the 120dB acoustic range to be compressed into an electrical range of 6-15dB. Each individual electrode must be adjusted for the CI user to hear a wide range of sounds. The MAP must be updated frequently due to tissue growth and adaptation. There are different methods used when mapping a CI user. The method is determined by the age and functionality of the recipient. Other tests such as an audiogram and speech perception performance are used to aid in the mapping process. While map reports are basically used by the audiologist, parents should be informed on how and when to change a program on the cochlear.

I will share this information with my student's educational team and parents. This information may help explain why the student is continuously removing her implant. She has not had her implant evaluated in some time. Unfortunately, she is unable to express herself, therefore we must pay attention to a change in her behavior. Currently, this is the only way she is able to communicate to us. I am not comfortable forcing her to wear her implant until I know that the mapping is current and that the implant is working properly.

**D, K** - Although I am not done reading this book, it has been very informative so far! The title of the book is School Professionals Working with Children with Cochlear Implants, by Patricia Chute & Mary Ellen Nevins. This book discusses: the change in technology, cochlear implant performance, educational programs that support children with a cochlear implant, building collaborative teams, the mapping process and beyond, developing auditory skills, clear speech, auditory access and literacy development, supporting communication with sign and special populations with cochlear implants.

I checked out this book from the Library. It does a great job explaining just about everything when it comes to "Cochlear Implants". I do not currently interpret or have ever interpreted for a Deaf student with a CI, that is why I wanted to take this on-line seminar! I also plan on purchasing this book so that I will always have a resource at the tip of my fingers. I would share this book with every Professional that is in the educational setting where there are Deaf students, every Interpreter and any individual that is interested in learning about CI's!

**D, D** found a wonderful website called cochlearwar.com. This website provides information from a culturally Deaf perspective. Their sentiment is for some individuals implantation works but a child born profoundly deaf probably shouldn't be implanted. They also emphasize the importance of sign language, lots of people teach signs to hearing babies, with deaf babies signing should be started as soon as possible whether implanted or not. They also warn of how much work goes into having a successful CI and that CI are big business so naturally companies are going to paint a rosy picture. My only complaint is the word war, because it might turn away people instead of encouraging them to view the site. The myths and facts is a good section to read.

The resource is : [http://www.cochlearwar.com/myths\\_and\\_facts.html](http://www.cochlearwar.com/myths_and_facts.html)

I have several people who can benefit from seeing this site. The first being, my son's ENT doctor. I don't have access to people prior to implantation yet he does, I feel this is targeted to parents prior to implantation. It would also work for parents of newly implanted children so they can learn about the importance of teaching sign language. I just hope the word war doesn't stop them in their tracks.

In the classroom I would use the facts and myths section to educate my colleagues, dissolving any misconceptions or providing clarification.

This resource is biased but still proves valuable because it is important to understand the culturally Deaf perspective. People have asked me "well why do Deaf people..?" I now have a resource that states a culturally Deaf view point and the explanation for that mindset.

**E.A.** found a website that has published several articles on Cochlears. The one article I read was titled "Cochlear implants for children". This is a response to another article written by a man Professor

O'Donoghue. Apparently this man implied that any language other than spoken language leads to "lifelong linguistic and communicative deficits. They argue that there is a substantial amount of evidence to that dispute that statement. Children that are immersed in sign language of their native deaf community from birth show significant linguistic, social and academic advantages over their deaf peers born into hearing families. They go on to argue that without early access to effective, complex language there are negative affects on the children's mental health and their cognitive development.

This website seems to be a great resource for educators, interpreters, parents and anyone that is interested in reading current articles about cochlears. They are also known for their objective perspectives.

The resource is [www.bmj.com](http://www.bmj.com). Just click on the advanced search and type on "Cochlear Implants"

**G.K.** (The article I read was amazing!! It was 85 pages but it was worth reading and making copies for my interpreter friends. It is titled Cochlear Implants and Sign Language: Putting It All Together. It was a conference at Gallaudet where skilled professionals who are knowledgeable with much to share sat side by side with parents and novices who are just getting started trying to figure out what to do- to discuss every aspect of CIs . It was completely non-biased which was beautiful! The information represents a compilation of the opinions and ideas of individual professionals and programs. They focused on how sign language can fit together with the technology of CIs and that CIs are new for educators and we must be ready to work effectively with these children. The topics of the seminar varied ranging from program sharing, to considerations of these kids, to emerging issues. Conversations were handled with understanding and compassion on all viewpoints. They also discussed a book I'm interested in reading titled Cochlear Implants in Children: Ethics and Choices. This book can be found at the Gallaudet University Press Web site: <http://gupress.gallaudet.edu/bookpage/cIICbookpage.html>.

To find this article the address is <http://clerccenter.gallaudet.edu/x17352.xml> or you can google clerc center cochlear implant, then click on the link titled The Cochlear Implant Center...this will take you to the Laurent Clerc National Deaf Education Center...scroll down to the article titled CIs and Sign Language: Putting it all Together.

**H.K.** The resource I chose was written by a linguist, Katy Beals, in 1999 as a reaction to specific authors of material opposing Cochlear Implantation. I found this on The Linguist List website <<http://www.linguistlist.org/issues/10/10-241.html>>. The author is also a hearing mother who has a deaf son, Jonah. He was implanted at 1 1/2 years of age. This is not only a parent's perspective, but also that of a professional knowledgeable in this arena.

I would give this to parents along with additional resources in connection with Ms. Beals' points. This parent's perspective is extremely valuable, but I feel it needs to be emphasized to parents that further research is necessary with any resource. This is just one parent's experience, one parent's opinion and one deaf child's circumstances. She does value using sign language with her child, pre- and post-implantation. She also values the opportunity "to improve his access to language and social activities" as well as the opportunity to surpass the typical "3rd or 4th grade reading level of deaf high school graduates." And that is where this really clicked with me. The literacy skills for some children could be increased/made easier to acquire by being able to hear what they are meant to "sound out." With this resource, in addition to advice from Gallaudet's Cochlear Implant Education Center, I feel I can be more attentive to encourage my student making these connections between what he hears, what he sees and what he knows. This reaction of Ms. Beals really helped me to ignore the biases that were displayed as facts to me in the past, to do my own research and to simply look at the logistical aspect of the numerous goals of a cochlear implanted child. That maybe the main goal of implanting a child is NOT "to commit cultural genocide," but to increase accessibility for deaf children in their lives, in their communities (in whichever community they should find themselves).

**K.P.**I came across an interesting website called Cochlear War. Its' focus is the "battle between Deaf Pro-Implant and Deaf Community Advocates". Because of my own mixed feelings on the Cochlear implant debate, the name of this site caught my eye and made me want to investigate further. There is so much information out there about the wonders of a cochlear implant; I was hoping to find out a bit more about the "other side" of the controversy. The site is based on culturally deaf viewpoints. It offers a link for parents as well as myths and facts about implanting babies and young children. I think this site should be offered to any parent investigating the possibility of implanting their young child. They should be fully aware of both sides of the controversy in order to make an informed decision about their child. Our program used to have a parent-infant component. This information would have been especially helpful to those particular parents. I don't see the cochlear implant manufacturers offering up a link to this site anytime soon! So many of our students are now entering preschool already implanted. This just confirms that it is the medical community's responsibility to provide this resource to parents.

**K.K.**- I found my resource on the internet in the Laurent Clerc National Deaf Education Center, Gallaudet University. The title of my article was "Cochlear Implants: Navigating a Forest of Information." You can Google this title or the website is <http://clerccenter2.gallaudet.edu/KidsWorldDeafNet2/edocs/CI/index.html> This was a wealth of information, neatly organized, on any topic related to CIs. Topics ranged from costs and insurance coverage of CIs to the services associated with implantation to how to choose an educational setting and/or a communication methodology. An entire section is devoted to the use of sign language and yet another section educates on the role of the Deaf Community with persons with CIs. Finally, there was enough CI technical information that one would ever need to know!

I will be definitely using this resource to educate myself on cochlear implants and will also be sharing it with my colleagues. In the section, "Choosing an Educational Setting" it kept emphasizing to "look at the whole child" and not just a CI user...I loved that! My favorite section was entitled "Sign Language as a Support to Listening" which gave me some invaluable tools and strategies to use to better serve my students. It was refreshing to see this material presented in an impartial manner. I highly recommend this entire article...over 100 pages!

**L.A.**The resource I found was Laurent Clerc National Deaf Education Center at Gallaudet University. When you get on the website and go to the "Cochlear Implants, Navigating a Forest of Information...One Tree at a Time. I was in heaven. There was so much information I was shocked. The categories are, What is a CI, Who is a candidate, Decision making process, Process, Insurance, Communication, Surgery, Education, Sign Language, Deaf Community, Speech Processor, Listening, Resources.

I thought this was an amazing wealth of information for any parent or professional. I liked how they give the facts and do not seem to be biased. They talk about the history of CIs. How the technology has changed. I went specifically to the area where they talk about using speech/auditory and sign language and how that can be an asset in language acquisition. They emphasize that the results of the success of the cochlear are different for each child and that there are no guarantees. It states that, "these children are still Deaf." That is so true. I think we tend to lose that fact when we see the CI. They talk about incorporating Deaf culture in the child's life.

For interpreters and educators of the Deaf the website talked about strategies to use when incorporating sign and speech/audition. One strategy is the sandwich technique, ex. say it-sign it-say it, and sign it- say it-sign it. Another technique was the model and expand known signs into spoken language. Ex. child signs "ball", verbalize back, "Yes, that is a ball." I believe these are strategies I can try with the student I work with when we are working one on one in the Deaf ed. room.

It talks also about who is a candidate and what they look for, which is something I have been curious about myself. I will share this website with my colleagues. I truly feel that this is a very good resource for anyone who has questions, is curious about, or is thinking about a CI. Warning, there is a lot of

information, however, it is very user friendly. The website is easy to navigate. The website is: [clerccenter2.gallaudet.edu/KidsWorldDeafNet?/e-docs/CI/index.html](http://clerccenter2.gallaudet.edu/KidsWorldDeafNet?/e-docs/CI/index.html)

**M.C.?** The resource I found is a rather old one, but I still think it is very informative. It was entitled Sound and Fury. It is from the PBS tv specials. [www.pbs.org/wnet/soundandfury/cochlear/debate.html](http://www.pbs.org/wnet/soundandfury/cochlear/debate.html) I found this to be very informative though it was yet an easy read. From what I have found while researching CIs, it has been difficult to find a resource that is not biased. This resource has questions answered by people on both sides of the fence. Though I have not watched the Sound and Fury broadcast, I plan to watch it in the near future. It is no longer available to watch on TV, but you can purchase the video.

I would recommend this resource to parents and teachers. It explains everything from the basic workings of the implant, to the deaf culture. This also has lesson plans available for teachers to use. I believe this is a resource that almost anyone involved in educating students who use CIs can glean some information from.

**M.S**The resource that I found was an article from the Volta Review. It was entitled, "Cochlear Implants in Children with Hearing Loss: Maternal Expectations and Impact on the Family." This was an article that talked about a survey that was conducted with 35 mothers who have children with a CI or were planning on being implanted with one. It discusses what the mother's expectations were before the implantation and how they matched up afterwards. It talked about the different reasons for why they matched up so well or why they didn't. It also talked about what parents need to realize before their child is implanted and how much work and effort need to be put in by them. They must be committed to the (re)habilitation process in order for the CI to be successful. It then went on to discuss the team that is involved and how everyone needs to have realistic expectations. It did say that many times parents think that the CI is going to be the miracle that makes their child hearing and "normal". However, it is up to the team to really discuss with the parents that there is more to it than that. The team needs to be detailed in telling the parents what may or may not happen.

I feel that the "team" they talk about could really benefit from this article. I think sometimes, from my experience, that doctors, audiologist, social workers, get so wrapped up in the CI implantation that they forget about what goes into the process before-hand. They just seem to want everything to be done so fast that sometimes they forget to slow down and really discuss with the family what needs to happen. I also think that this article would be good for parents who are thinking about getting a CI for their child. One of the main points that was emphasized many times in this article, was that it takes work and dedication from the parents for their child to be successful. It is not just a hurry in get it done and now they can hear. It needs to be something that the whole family is up for and dedicated to.

The Volta Review: Alexander Graham Bell Association for the Deaf and Hard of Hearing. Volume 105, Number 2 Fall 2005

**P.LI** found a great piece in a newsletter titled "Loud and Clear!" Use of Sign Language with Children Who Have Cochlear Implants: A Diverse Set of Approaches. It was chock full of information. In this article there is discussion on introducing the concepts of viewing student skills on a continuum from fully visual to fully auditory strategies. Also benefits of early identification of Deafness and implantation. I love the sections on providing individual approaches to sign and management of specific needs to fit the specific needs of each child. The information that is in this newsletter about several different professional points of view are very interesting from the aspect that some feel sign will interfere with the child learning spoken language while other believe this is not the case. I would be able to utilize this information to better serve my students who use a CI. It helps me to clearly understand the need for mouth movement and some of the issues the students may have just learning sign language, or the confusion some of them may experience. This also leads me to think, do I use the right strategies? Do I focus on the students preferences? As well as all of the approaches for the success of the student. I would love to share this information with my fellow interpreters and well as the teachers of the deaf, general ed. staff who work with these students, and all of the members of the educational team. There

is a lot of information to share for people who have all different approaches. I will use this information in the current and my future work with my students.

**R.L**The resource I located was "Including Children with Cochlear Implants in General Education Elementary Classrooms".

What drew me to this article was the statement. "A cochlear implant does not make sounds louder: instead it changes sound into electrical energy that stimulates the auditory nerve with digital signal. Also, that a cochlear implant can enable children to hear many sounds, but it does not provide an individual with typical hearing.

The article stressed that the child's cochlear implant be working at all times during the day. By using the Ling Sound Test in the morning, after lunch and later in the afternoon. Tips on troubleshooting and care of the implant. Talking to parents about information regarding the specific cochlear implant. Reducing background noise for the child due to fatigue, being distracted, and being inattentive. Hearing children have learned to tune out sounds that are not important. Make eye contact and ask, "What did you hear?" Not "what did I say?" Asking "What did you hear?" will alert us to some missed or misunderstood information. Using outlines could be a benefit for children with cochlear implants. This gives them the opportunity to listening, while having a visual tool. Pre-teaching vocabulary. Due to lack of incidental learning when it comes to children with cochlear implants. Also, mentioned in the article was using a Buddy System, where a hearing child is paired up with a cochlear implanted child. The hearing child can repeat what subject the class is moving on to or when an assignment is due. Having a Buddy System also can help the child with an implant learn social skills by modeling them and by explaining them. Incorporate positive attitudes about peers with cochlear implants. Having a guest speaker, such as an implanted teen or adult discuss their life experiences with the class will encourage a positive attitude towards the implanted child. Using the IEP as a tool to keep the team members more effective and consistent.

This article was very informative. There were several strategies that would benefit all team members working with an implanted child. One that stuck out in my mind was asking the question "What did you hear?" oppose to "What did I say?" Asking "What did you hear?" gives us information about if and where a breakdown in communication occurred. Reducing background noise for an implanted child can be beneficial it will decrease distraction and fatigue. Never thought about the fact that hearing children have learned to tune out sounds that are not important. We all have so much to learn. This was a good activity, it gave me a different perspective.

**S.L**I found a website from the National Institute on Deafness and Other Communication Disorders. It is connected with the National Institute of Health. It explains what an implant is, how it works, why newborns should be tested for hearing loss, etc. It doesn't seem to be advocating implantation and makes statements like "**When intervention is introduced early, the child can take advantage of the unique window of opportunity during the first few years of life when a person acquires language, whether spoken or signed.**"

I would share this resource with the interpreters I work with, the Deaf Ed teacher and any parent I knew was considering and implant for their child. I feel it gives good information and I like the fact that it doesn't discourage the use of sign language as some advocates of CIs do. You can find this site at: <http://www.nidcd.nih.gov/health/hearing/commopt.asp>

**S.J**My resource is a Psychology college textbook entitled, Sensation & Perception, by E. Bruce Goldstein. As the title suggests, this textbook deals with human senses and perception. One particular chapter is entitled, "Sound Localization and the Auditory Scene." Various sections of this chapter deal with such topics as; The Ear, The Cochlea, Central Auditory Processing, The Auditory Cortex and Perception, and lastly, "Something to Consider: Cochlear Implants--Where Science and Culture Meet". In the latter section, both the technology of the cochlear implant and the controversy which surrounds

the implant are covered thoroughly. Diagrams, graphs and excellent information as to how the cochlear implant transmits sound and auditory information, as well as the various aspects of the surgery itself are covered in great detail. Also, a good explanation is given related to strong negative reactions, which many deaf individuals have to the implants. All in all, this is a very well rounded explanation of the procedure and the controversy, which surrounds it.

The info and graphics from this chapter would be a good resource to a wide spectrum of individuals who would like to learn more about cochlear implants, including, parents, children (if age appropriate), classroom teachers/instructors, administrators, and anyone who might provide support services to the student, school or student. The info is up to date and the graphs and visuals provide excellent detail and additional info and clarity to the article itself.

**T,D** The site I would like to share is  
<http://www.cochlearamericas.com/PDFs/TeachersGuide?.Chpt3.pdf>

The article speaks of the educational services needed by the implanted child is dependent on his or her language development. I like that it addresses how to build a good supportive team and the respective roles. For teachers that have never worked with an implant before it has some insightful suggestions. This would have been a good tool for the introductory for our program when we started at our school. The school staff would have had a better understanding concerning the persons who work with the implant. Since that did not happen we can always suggest the material be used during an in-service when the new school year begins. Sounds ideal? I recognize in reality we run into the obstacle of the most influential supportive team members being out of the loop or has different views. We can only hope that as we come into the awareness by sharing and having on board those with the same ideals, we can continue to make progress in the right direction for the implanted child. )

**U,D** Before my student got implanted I read the book Cochlear Implants, A Handbook by Bonnie Poitras Tucker. This book introduced me to the world of cochlear implants. It provided me with information on how the deaf culture views CIs, what the author went through to get implanted, perspective of an audiologist, as well as a technical overview of a cochlear implant. Also included in this book were results from questionnaires sent to 600 adults and 600 parents of children who were CI recipients.

This book served two purposes for me. I was able to share information from this book with staff at an inservice and use it for professional development for my licensure. Reading what the author went through with her CI helped me to understand the stages that the student must go through to adapt to her CI in the classroom setting.

**W,C.**

<http://www.tampabayhearing.com/VideoCochlearImplant?.aspx>

I found a really interesting site that provided a 13-part video of a cochlear implant surgery at the Tampa Bay Hearing and Balance Center. This was provided by a deaf mother of 3 deaf children. It took you right into the operating room and showed you the entire surgery step-by-step narrated by the surgeons. On a split-screen during the surgery, they provided many informational slides such as the requirements for adult / child CI candidates, drawings and diagrams of CIs, the surgical steps that are taken during the procedure, a link to send questions about the surgery directly to the ER and a link to book an appointment at the center.

I would highly recommend this link to anyone considering this surgery for themselves or their children. I thought it was very informative and left next to nothing to question about the surgery process. Not sure that I would utilize this in the classroom unless I had a parent that was considering the surgery for their child.

**W, D.** I went on a different route. I decided to see what our government had to say, if anything. I decided to check with the U.S. Food and Drug Administration. They have a decent website, easy to read and understand. Basic. Their links were What is a Cochlear Implant? Benefits/Risks, FAQ, FDA - Approved Cochlear Implants, What Educators Need To Know, Recalls & Safety, Before, During & After Surgery.

Some topics that I would share with someone contemplating implanting their child would be under the section What determines the success of cochlear implants? Important suggestions include: how quickly they learn, how good and dedicated their learning support structure is, and intelligence and communicativeness of patient. Of course these things couldn't apply if the child was still an infant/toddler. Another subject would be Risks from the Surgical Implant Procedures. Although I am sure their doctor has made them aware of the risks, this is something I think is worth repeating. Injury to the facial nerve, meningitis, cerebrospinal fluid leakage, perilymph fluid leak, and even taste disturbances.

The section What Educators Need to Know About Their Students with Cochlear Implants is also a valuable tool for interpreters. Some interesting things that I learned...cochlear implants do not make hearing normal, students don't get equal benefits from cochlear implants, students may find it harder to digest new and difficult subject matter, interact in unfamiliar and complex social situations. Another VERY IMPORTANT statement that needs to be shared with our educators... students should be frequently evaluated and their educational settings..educators should be aware that frequent changes to educational programs (program hopping) may impede learning. WOW

**W, B.** The resource I found is a website called "The Cochlear Implant Controversy". The address is <http://english.ttu.edu/kairos/7.1/coverweb/portolano/cochlear.htm>. The site is written by a mother who, she and her husband, adopt a little girl from Ukraine. The child (Lena) is deaf. I found this site so interesting because here's a woman adopting a deaf child and she doesn't just jump into this blindly. She really did her research. Now whether I agree with all her decisions is not the point. The point is I was impressed by her determination to do what would be best for this child. She ends up deciding on cued speech and then later, a cochlear. The child turns out to be a success story. I felt it was a very interesting story and, as I said, was impressed with the mother. I think this would be a good site to share with parents of deaf children. They could benefit from the research this mother did.