STRIVE AND THRIVE Refresh

A School Readiness Guide for Parents
Starting school is both exciting and daunting for most children and their parents. For children with hearing impairment (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 with cochlear implants and/or Baha to become competent communicators and learners.

There are many ways in which parents and teachers can help children with a hearing impairment survive and thrive in a mainstream educational setting. Parent preparation at home begins in the years before the child walks through the school doors.

Once the child begins school, his or her successful integration is largely dependent upon an effective collaboration between parents, teachers, and other educational professionals.
School Readiness at Home

With help from their Cochlear implant or Baha team and auditory therapist, parents can learn how to support 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:

Expecting Independence

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

Where did you leave it?
Have you looked in the usual place?
Did you put it back where it belongs?

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?” and then walk around with them, and continue the dialogue as you search.

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.

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?

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 …?

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.

Expanding Vocabulary

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

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?

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?

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.
Six key early literacy skills:

1. **Vocabulary**: Knowing the name of things. The larger a child’s vocabulary, the easier it will be for them to learn to read. The child who understands what they are reading will be more motivated to keep reading.

2. **Print Motivation**: Enjoyment of books. Book sharing and reading aloud is the best way to provide a positive experience with books. Books are fun!

3. **Print Awareness**: Experience of book handling. Child turns the pages and knows that we read from top to bottom and left to right.

4. **Narrative skills**: Describing things and events, telling stories, sequencing and making predictions.

5. **Letter knowledge**: Knowing the letters and their sounds.

6. **Phonological awareness**: Recognising them everywhere, in upper and lower case.

Things that the parent can do at home to start the early literacy development:

- Book sharing with babies from birth. This is a fun and enjoyable time for both. Be aware of your child’s attention span which will be very short at first. *(see LTL p66, and Babies Babble DVD)*
- Sound Foundation for Babies
- Songs and nursery rhymes. Repetition as often as the child requests.
- Variety of print material at home: books, magazines, pictures, photos, fridge magnets.
- Games – interactive board and card games.
- Pencils, paints, paper, glue, scissors – as appropriate for the child’s age.
- Talk about print, signs, letters around you.
- Limit television viewing time.
- Join the local library.

For more information visit the following websites:

- [www.cochlear.com](http://www.cochlear.com) (USA & Canada > Support > Hope Rehabilitation Services > Hope Notes > Issues in Reading)
- [www.starfall.com](http://www.starfall.com) (A free public service to teach children to read with phonics.
- [www.multicolb.org](http://www.multicolb.org) (Multnomah County Library, USA)
- [www.earlywords.info](http://www.earlywords.info) (Resources: Top Tips for different ages, fridge magnets. 8 languages)
- [www.ciel.org](http://www.ciel.org) (Colorado Libraries for Early Literacy, USA)
- [www.cyb.com](http://www.cyb.com) (Children Youth and Women’s Health > literacy. USA)
- [www.memfox.com](http://www.memfox.com) (Australia, Read Aloud)
- [www.starfall.com](http://www.starfall.com) (A free public service yo teach children to read with phonics. Four different levels with lots of fun interactive activities and stories)

BOOKS:
Much More Than Your ABC’s by Judith Shickendanz, 1999
How to Talk to Your Baby By Dorothy Daughtery, 1999, Avery
Read to Me by Michelle Katsouranis, 2001, ACER, Melbourne, Australia
**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 enough spoken language to be effectively independent and to be competent with daily living and social skills.

"Self-discipline and focused attention are necessary good habits that are best learnt when they are young."

**A. Language Level**

Parents can 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 Appendix 2: Vocabulary at School)

Different communities have different levels of support in serving hearing-impaired children in the mainstream classroom. Regardless of where you live, parents are the key language role model for their child.

**B. 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 them to advocate for themselves, children need to be able to tell the teacher and others about their hearing device 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 Appendix 4: How the Ear Hears and How a Cochlear Implant and Baha Transmit Sound, See Appendix 5: Troubleshooting Guide for the Cochlear® Nucleus® 5 (CP810) and Baha® BP100 Sound Processors.)

**C. 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 parents teach their children the correct names for the different parts of the cochlear implant, Baha®, or hearing aid. To effectively advocate for themselves, children need to be able to tell the teacher and others about their hearing device 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.

**D. 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 their school bag, brushing teeth, and more. Parents can help develop these basic skills by encouraging and practicing at home.

Social skills include all age-appropriate behavior. Parents should expect the same rules of behavior 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 self-disciplined.

Behavioral expectations should also be applied to interaction with other children and group activities. Parents can prepare their child for appropriate social behavior 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.

**E. Distance Listening & Background Noise**

These are two skills which will be important for your child’s success at school. Group activities with other children will involve listening from varying distances and with background noise. Parents can introduce these two factors into activities and games at home to build up the child’s listening skills in more difficult situations.

Plan games with three or more people moving from one room to another, playing outside, or going to a park. Experiences outside the home provide many opportunities to extend your child’s listening skills in real world situations. Have conversations, ask questions and give directions in noisy places such as, a supermarket, a cafe, or fast food outlet. (See LLT p95. Children Chatter DVD, www.cochlear.com.au/rehabilitation/listen-learn-talk/children-chatter)
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. There are a number of ways parents can prepare for the transition to a regular school.

Investigate School Options
In the year before the child starts school, parents can explore potential choices. Many parents consider both public and private school options, as the latter often offers smaller class sizes. Some school districts already have services in place; others will need to be informed about their role and responsibilities in serving your child. 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. Parents are aware of the support their child may need in a mainstream classroom, and thus are key team members in the development of the child’s Individualised Education Plan (IEP).

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. Organize 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 Appendix 2: Vocabulary at School)

Familiarity With an FM System
An 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 an 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 Baha®, or a hearing aid.

There are many benefits with using an FM, including better hearing in noise and at a distance. Particularly beneficial in a classroom and other noisy environments.

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

For more information go to www.cochlear.com/au
For Recipients ➔ Rehabilitation ➔ School Aged ➔ Accessories and Assistive Listening Devices

Classroom Teacher
In mainstream schools, teachers may not have any experience with implanted children. 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 issues 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. (See page 18, Going to School: A General Guide to Basic Skills)

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. By becoming involved within the school parents can create additional opportunities 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
Encouraging a child’s social life outside of school is important in building a child’s self-confidence and incidental listening skills. Hobbies, sports, and time with friends are key language building opportunities.
Practical Advise for the Classroom Teacher

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

The Child:

1. **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.

2. **Comprehension.** Check the child’s comprehension of instructions by asking, “So what will you do now?” or “What did you hear?”

3. **Expectations.** Apply the same rules of behavior to the hearing impaired child as you do with all other children in the classroom.

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

5. **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.

6. **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 behavior model. The buddy is there to assist the child, but not to do the work for them.

7. **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.

8. **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.

The Teacher:

1. **Pace.** Speak naturally in a clear voice, at a regular rate. Don’t exaggerate. Pause when you can and wait a bit longer for responses.

2. **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.

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

4. **Assignments.** Write key words and instructions on the chalk/white board. 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.

5. **Position.** When writing on the chalk/white board, 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.

6. **FM.** Wear the FM microphone six inches from your mouth. With class discussions, use a pass-around microphone or transmitter with the child’s FM.

7. **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.”

8. **Reword.** Reformulate the child’s sentence in a different form without changing the meaning. Child: “I went shopping.” Teacher: “Did you go shopping?” The last word is most salient and easy to remember.

9. **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.

10. **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.

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

microtiaaustralia.org.au – HL in the Classroom
theitinerantconnection.com
The Classroom:

1. **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.

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

3. **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.

4. **FM**. Consistent use of an FM system 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 an FM system, encourage full-time use. Teachers should also learn to use the system for optimal benefit.

5. **Alternatives**. When possible, alternate listening sessions with practical activities to give the child a break from the concentration needed to hear and understand academic information.

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

7. **Groups**. Have each speaker in a group identify themselves so the child with the hearing loss can orient themselves to the speaker.

8. **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 minimize teasing that occurs due to ignorance. Teach the class about basic strategies to make listening and communication easier for their hearing impaired classmate.

9. **Buddies**. Let classmates take turns being the child’s “hearing buddy.”

References:

- Bednar, A. 2005. Practical Tips for the Classroom Teacher. "Volta Voices"
- Doyle, M. 2003. Mainstreaming in the Public Schools: Do You Have Realistic Expectations? "Volta Voices"

For more information go to www.cochlear.com.au/rehabilitation/school-aged

"Performance matters because it’s important for my daughter to develop normally and be happy."

Alina, 3 years
Activities for Developing Vocabulary and Social Skills*

Match your language to your child’s age and listening stage. Be aware of your child’s current goals for listening and language, and integrate them into your play and activities. (Check with Integrated Scales of Development [ISD] every week and consult with your auditory therapist)

- **Shopping list.** Talk with your toddler about making a shopping list. This is a great way to develop their vocabulary and auditory memory. If you go from room to room at home while you make the list it also helps with developing categorization and association. For example: “What do we need in the kitchen? Do we need any fruit? How many apples/oranges/bananas? Do we need anything from the fridge/bread box/biscuit tin/freezer? Do we need anything for the bathroom or laundry?” (SFT Week 25 Food, Dishes, Utensils)

- **Selecting and unpacking shopping.** More opportunities to repeat daily vocabulary and ask questions. “Can you go and get me three bananas and two apples?” When you come home, unpacking and putting shopping away gives lots of opportunities for instructions. “Put the can of beans on the second shelf on the left.” “Put the packet of noodles on the third shelf behind the biscuits.” (SFT Week 30. 3 step directions)

- **Talking with toys.** All of the language and vocabulary associated with daily living skills can be practiced and repeated in playing games with toys and dolls. Parents can participate, but also let the child play on their own and listen to the language that they use. (SFT Week 24 Tea party)

- **Role play school activities.** Role reversal and turn taking plays an important role here so that the child can think about the language to use in different situations with different people. Also we can pretend that some of the toys will be preparing for school. “Billy the dog is going to school – has he got everything he needs?” What does he need? What will he do when he gets there? How does he feel?” (SFT Week 27 Playground)

- **Make a doll’s house out of recycled materials.** Involve the child at every planning and making stage. Draw a plan of the house first, describe rooms and functions. So much vocabulary, language and questions can be used here. (SFT Week 26 Theme: Rooms of the House, Week 28 Furniture)

- **A checklist of planned activities before leaving the house each day.** This is a good habit to establish and is very helpful for auditory memory and sequencing practice. For example: “We’re going out. First we will go to the Post Office to send the birthday card, then to the supermarket. After that we will get a newspaper for Dad, and then we will visit Granma. After that we have to pick up the dog from the vet and come home.” (SFT Week 30 Buildings and Community; Week 39 Auditory memory of 5-7 word sentences)

- **Sabotage.** Create opportunities to encourage problem solving. For example in making a doll’s house out of a cardboard box, cut out a door in the front and then wait for the child to tell you what do next. “How will we see outside if we don’t have some…” (Auditory closure). “Shall we put a bath here in the kitchen?” “Wait! Why not? So what shall we do now?” If not here, where shall we put the bed? (SFT Week 33)

- **Talk with your toddler about making a shopping list.** This is a great way to develop their vocabulary and auditory memory. If you go from room to room at home while you make the list it also helps with developing categorization and association. For example: “What do we need in the kitchen? Do we need any fruit? How many apples/oranges/bananas? Do we need anything from the fridge/bread box/biscuit tin/freezer? Do we need anything for the bathroom or laundry?” (SFT Week 25 Food, Dishes, Utensils)

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*With reference to Integrated Scales of Development [ISD] and Sound Foundations for Toddlers [SFT]. See www.cochlear.com

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 flag ceremony, sports days, and special events

**Assembly**

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

**Lunchtime**

- Bell or buzzer for lunchtime and/or snacks
- Lunch box items: which food is for lunch and/or snacks
- lunch box items: which food is for lunch and/or snacks
- Areas in the playground for different age groups, for example: the infants’ lunch area
- Instructions from teacher (four directions, auditory memory, and processing):
  - e.g. “It’s lunchtime. Everybody put away your books, get your lunch boxes, and line up in pairs at the door.”

**Games 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, colors
- Slang of peers

**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”

**Basic Manners**

- Polite language: “Please,” “Thank you,” “May I?”

**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.”
- “Stop just outside the door, line up in the hallway.”

**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 go outside, put your hat on because it is very hot outside.”
- “After you finish your lunch, put the trash in the garbage can.”

**cafeteria/lunchroom**

- Names of typical food items
### 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>Trying</th>
<th>Not yet</th>
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<tbody>
<tr>
<td>I am interested in books</td>
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<td></td>
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<tr>
<td>I enjoy outdoor play</td>
<td></td>
<td></td>
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<td>I can skip</td>
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<td>I can use scissors</td>
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<td>I know my colours</td>
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<tr>
<td>I can recite the alphabet</td>
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<tr>
<td>I recognise my initial sounds</td>
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<td>I can recognise my own name</td>
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<td>I try to write my name and words I know</td>
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<tr>
<td>I know my shapes</td>
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<td>I can count from 1 to 10</td>
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<td>I recognise the numbers 1 to 10</td>
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<td>I can dress myself</td>
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<td>I can play well with others</td>
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<td>I can take care of my things</td>
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<tr>
<td>I am a good listener</td>
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<td>I try to write my name and words I know</td>
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<td>I know my shapes</td>
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<td>I can count from 1 to 10</td>
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<tr>
<td>I recognise the numbers 1 to 10</td>
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<tr>
<td>I can speak and listen to others in class</td>
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<tr>
<td>I can join the others in songs, dramas and talks</td>
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<tr>
<td>I can follow instructions</td>
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<td>I can share with others and take turns</td>
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<tr>
<td>I can match groups with numbers</td>
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<tr>
<td>I can sequence numbers 1 to 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write some numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can colour neatly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from The Shepherd Centre Auditory Verbal Handout 2004
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. Introduce distance and background noise, e.g., in a playground, café, or shopping mall.

**References:**

**Vocabulary for the Classroom**

Applying language and concepts through listening.

- 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 red cross on / 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
- Abstract words to describe feeling or atmosphere
- Reading stories is a good way to introduce these.
How Natural Hearing Works

1. Sound waves move through the ear canal and strike the eardrum.

2. These sound waves cause the eardrum, and the three bones/ossicles within the middle ear, to vibrate.

3. The vibrations move through the fluid in the spiral shaped inner ear – known as the cochlea – and cause the tiny hair cells in the cochlea to move. The hair cells detect the movement and change it into the chemical signals for the hearing nerve.

4. The hearing nerve then sends the information to the brain with electrical impulses, where they are interpreted as sound.

How a Baha System Works

There are three components to the Baha System:

1. **SOUND PROCESSOR**
   - The processor detects sound and transforms it into vibrations.

2. **CONNECTING ABUTMENT**
   - The connecting abutment receives the amplified vibrations and transfers them to your osseointegrated titanium implant.

3. **TITANIUM IMPLANT**
   - Using bone conduction, the titanium implant transfers sound vibrations directly to the hearing nerve via your cochlea.

Clear natural sound

Baha was the world’s first implantable bone conduction hearing system. Clinically proven for more than 30 years. Baha makes use of your body’s natural ability to send sound via bone directly to your functioning inner ear (cochlea), bypassing hearing roadblocks which may exist in the outer or middle ear.

After a straightforward surgical procedure, the bone integrates with the titanium implant in a process known as osseointegration. This same process has been used in dental implants as well as Baha with great success for more than 30 years.

http://hope.cochlearamericas.com/educators/early-interventionists/baha-quick-tips-for-school
The Cochlear™ Nucleus® 5 cochlear implant system has both external and internal parts:

• The Cochlear Nucleus CP810 Sound Processor is worn behind the ear.
• The Cochlear Nucleus CI24RE Cochlear Implant is placed just under the skin, behind the ear.

1. The external sound processor captures sound and converts it into digital signals.
2. The sound processor then sends these digital signals through the coil to the internal implant.
3. The internal implant converts signals into electrical impulses bypassing the damaged hair cells within the cochlea.
4. The hearing nerve delivers the signal to the brain. Sound is heard.

A unique feature of all of Cochlear’s implants is the inbuilt intelligence that enables connection to future innovations in sound processing, without the need for additional surgery. Each new generation of sound processor has provided users with improvements in hearing performance. Today, every user of Cochlear’s earlier implants has access to the Freedom sound processor. We call this access to the latest technological innovations our lifetime commitment to you. Cochlear’s longevity, stability and absolute focus on your needs means we will continue to be there … always.
**Cochlear™ Nucleus® CR110 Remote Assistant**

The Nucleus® CR110 also provides you with a simple in-built troubleshooting guide to keep you hearing.

**ONE BUTTON CHECK**
Simply press the 'Cochlear' button, and it will check the status of the processing unit, battery module, coil cable and coil.

**SOUND PROCESSOR BATTERY LOW**
The remote assistant can show how much battery life is left in the sound processor, and in the remote assistant itself. The Nucleus CR110 can be recharged in two to four hours and lasts more than a week in normal use.

**IN-BUILT COIL SENSOR/SIMPLIFIED PAIRING**
The in-built coil sensor can tell you whether the coil connected to your processor is receiving sound signals from the processor. You can also simply pair your devices from here.

**BILATERAL CONTROL**
Bilateral recipients need only one remote assistant to adjust and manage two sound processors simultaneously.

The CR110 Remote Assistant has an ingress protection rating of IP44, according to International Standard IEC 60529.

**Accessories**
A range of cases are available to protect your remote assistant.

![Leather Case](Leather Case)  ![Protective Case](Protective Case)  ![Belt Case](Belt Case)
Indicator Lights

<table>
<thead>
<tr>
<th>Light</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You are locking the processor’s buttons.</td>
</tr>
<tr>
<td></td>
<td>You are unlocking the processor’s buttons.</td>
</tr>
<tr>
<td></td>
<td>The coil may be off OR the processor is not connected to the correct implant.</td>
</tr>
<tr>
<td></td>
<td>The processor’s buttons are locked.</td>
</tr>
<tr>
<td></td>
<td>The processor’s battery is empty.</td>
</tr>
<tr>
<td></td>
<td>If you are pressing the lower button, you are turning off the processor OR there may be a fault with the processor. Contact your clinician.</td>
</tr>
</tbody>
</table>

For more information about the processor, refer to the Cochlear Nucleus CP810 Sound Processor User Guide.
Quick Reference Guide

Cochlear™ Nucleus® 5 – CR110 Remote Assistant

Pair your remote assistant and processor
1. Make sure your processor and remote assistant are turned on.
2. Place the coil on the back of your remote assistant.
3. A pairing confirmation displays.
   *Bilateral users: Repeat steps 2 and 3.

Check the status of your processor
Press the Cochlear key from the Home screen to check the status of your processor(s).

Change programs
Press the soft key corresponding to the program you want to use.
- **Use Focus** when you are in a noisy environment and want to focus on hearing what one person or a small group of people are saying.
- **Use Noise** when there is ongoing background noise coming from all sides.
- **Use Everyday** when you are in typical everyday listening situations without much background noise.
- **Use Music** when you want to listen to any type of music from any audio source.

RESET processor to values set by your clinician
Press and hold both the lower left and lower right soft keys at the same time from the Home screen.

Turn on the auto telecoil*
Press and hold the soft key and the status indicator will change.
*Your clinician must enable this feature.

Switch from auto telecoil to telecoil on and off
1. Press lower right soft key.
2. Telecoil on
3. Telecoil off

Checking the status indicator

<table>
<thead>
<tr>
<th>Indicator</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your processor is within operating distance of your remote assistant and they are communicating with each other.</td>
<td></td>
</tr>
<tr>
<td>Your processor is not communicating with your remote assistant. For example, they are not within operating distance of each other, or they are not paired.</td>
<td></td>
</tr>
<tr>
<td>Your remote assistant is charging.</td>
<td></td>
</tr>
<tr>
<td>Flashing orange could mean:</td>
<td></td>
</tr>
<tr>
<td>A visual alert needs your attention.</td>
<td></td>
</tr>
<tr>
<td>Your remote assistant’s battery is low or empty.</td>
<td></td>
</tr>
<tr>
<td>Your remote assistant’s software may need an update. Contact your clinician.</td>
<td></td>
</tr>
<tr>
<td>Your remote assistant is fully charged and the USB cable is still connected.</td>
<td></td>
</tr>
</tbody>
</table>
# Quick Reference Guide

**Cochlear™ Baha® 3 Sound Processor (BP100)**
**Cochlear™ Baha® 3 Power Sound Processor (BP110 Power)**

### Baha 3 Sound Processor (BP100)

- Battery compartment door
- Visual status indicator
- Microphones
- Program button and enter button
- Volume up button
- Volume down button
- Plastic snap connector
- Attachment point for the safety line

### Baha 3 Power Sound Processor (BP110 Power)

- Battery compartment door
- Visual status indicator
- Microphones
- Program button and enter button
- Volume up button
- Volume down button
- Plastic snap connector
- Attachment point for the safety line

### Replace Batteries Baha 3 Sound Processor (BP100)

### Replace Batteries Baha 3 Power Sound Processor (BP110 Power)

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## Troubleshooting

<table>
<thead>
<tr>
<th>Problem</th>
<th>Cause</th>
<th>Possible Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>No sound/weak sound</td>
<td>Weak or dead battery</td>
<td>Replace battery.</td>
</tr>
<tr>
<td>Volume too low</td>
<td></td>
<td>Turn up volume.</td>
</tr>
<tr>
<td>Feedback (whistling)</td>
<td></td>
<td>Check that the sound processor is not touching anything. Release or remove the object.</td>
</tr>
<tr>
<td>Sound processor door in wrong position</td>
<td></td>
<td>Close battery door.</td>
</tr>
<tr>
<td>Sound is distorted or intermittent</td>
<td>Too high volume.</td>
<td>Decrease volume.</td>
</tr>
<tr>
<td>Sound processor does not work</td>
<td>Weak battery</td>
<td>Replace battery.</td>
</tr>
<tr>
<td>Sound processor is not turned on</td>
<td>Loose attachment</td>
<td>Contact your hearing care specialist.</td>
</tr>
<tr>
<td>Battery door is not completely closed</td>
<td></td>
<td>Gently close the battery door completely.</td>
</tr>
<tr>
<td>Dead battery</td>
<td></td>
<td>Replace battery.</td>
</tr>
<tr>
<td>Battery inserted wrong way</td>
<td></td>
<td>Make sure battery is inserted correctly.</td>
</tr>
<tr>
<td>Audio accessory programme active and no accessory connected</td>
<td></td>
<td>Check programme setting.</td>
</tr>
</tbody>
</table>

---

## Indications of Lights

<table>
<thead>
<tr>
<th>Indicator</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous orange light</td>
<td>The device is for the right side</td>
</tr>
<tr>
<td>Continuous blue light</td>
<td>The device is for the left side</td>
</tr>
<tr>
<td>Orange or blue light flashing, volume or program button pressed</td>
<td>You are changing programs. The number of flashes corresponds to the number of the selected program. For example, if you use 3 flashes, you are using program 3. OR you are changing the volume.</td>
</tr>
<tr>
<td>Both lights flashing at the same time, program button held for 3 seconds</td>
<td>You are turning the processor on or off.</td>
</tr>
<tr>
<td>Lights flashing alternately, all three buttons pressed</td>
<td>You have entered programming mode, which is not suitable for listening. Recharge battery to return back to an appropriate listening program.</td>
</tr>
<tr>
<td>Blue light flashing three times, both volume buttons pressed</td>
<td>You have turned on keylock.</td>
</tr>
<tr>
<td>Orange light flashing three times, both volume buttons pressed</td>
<td>You have turned off keylock.</td>
</tr>
<tr>
<td>Orange or blue light flashes twice, three times in a row</td>
<td>Low battery warning, replace battery now</td>
</tr>
</tbody>
</table>

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### Change Programs

- Quick press

### Adjust Volume

- Quick press

### Connecting Accessories

1. Insert the accessory connector with the sound processor’s DA connector.
2. Hold the sound processor gently at the handle end and push the accessory connector into the DA port.
What is an FM system?

An FM system wirelessly transmits a speaker’s voice over a distance in order that the voice is loud enough for the listener to hear clearly with minimal interrupting noise.

FM systems are designed to improve a recipient’s signal to noise ratio (SNR) to allow them to hear better in noise and at a distance. They are useful when the signal comes from a constant source eg, children use an FM system in the classroom to hear the teacher over the classroom noises. Adults may use an FM in business meetings or lectures in order to hear the presenter over the sounds of a projector and other ambient noise.

An FM system comprises two parts: the transmitter (worn by the speaker) and the receiver (used by the child).

Main factors that contribute to listening difficulties, and where an FM is able to assist is: a) noise, b) distance, c) reverberation – caused by hard surfaces typically found in classrooms.

For more information go to www.cochlear.com/au
For Recipients → Rehabilitation → School Aged → Accessories and Assistive Listening Devices

Quick troubleshooting for the Cochlear Sound Processor

1. Maintenance check. Make sure all connections are free of dirt and dust, and are inserted tightly.
2. Look at the cables and see if they are broken or cracked – if they are contact the child’s parents.
3. Make sure the transmitting coil is in place on the child’s head.
4. Check the batteries. Change the batteries of necessary.

Quick troubleshooting for the Baha Sound Processor

1. If the child reports no sound or distorted sound, check that the volume control is in the correct position.
2. If there is still no sound, replace the battery.
3. If these actions do not resolve the problem, contact the parents.
4. If you see redness around the Baha site, contact their parents and refer them to the clinic.
As the global leader in hearing solutions, Cochlear is dedicated to bringing the gift of sound to people all over the world. With our hearing solutions, Cochlear has reconnected over 250,000 people to their families, friends and communities in more than 100 countries.

Along with the industry’s largest investment in research and development, we continue to partner with leading international researchers and hearing professionals, ensuring that we are at the forefront in the science of hearing.

For the hearing impaired receiving any one of Cochlear’s hearing solutions, our commitment is that for the rest of their life they will Hear now. And always