Professional Preparation in Cochlear Implants

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The large majority of teachers of deaf children prepared in this country have attended college programs emphasizing the use of sign communication without regard for speech and spoken language.

Speech language pathologists have traditionally been under-prepared to work with children with hearing loss.

Early intervention service providers rarely have any knowledge about hearing loss and its impact on language development.
Today’s Need

• As more and more children with cochlear implants enter the educational system, more and more professionals will need the knowledge and skills to help children maximize the potential of the device

• It is critical to create a sense of urgency for quality service provision for our youngest children with hearing loss and cochlear implants
Professional Preparation in Cochlear Implants (PPCI)

• Intensive program for professionals providing early intervention (0-5) for children
• Participant base
  – teachers of deaf children
  – speech language pathologists,
  – educational audiologists
  – early interventionists and administrators
• On-site course work supplemented by rigorous advance study, follow-up mentoring and culminating in a 3 day summer meeting
• Nine graduate credits from Smith College
• ASHA CEUs
Anticipated Outcomes

• Upon completion of all elements of PPCI, participants will:
  – identify local regional and national resources
  – demonstrate knowledge of the process of implantation and its technology
  – work effectively in a collaborative team providing services to children with implants
  – apply discipline specific strategies for auditory and oral (re)habilitation
  – implement a personal and professional strategic plan for change
Prerequisite Learning

• Completion of a series of eight comprehensive, self study modules between the time of acceptance into the program and arrival at the onsite location for direct learning
Onsite Learning

- Thirteen days of intensive activities to foster learning in the following areas:
  - the process of cochlear implantation and its technology
  - speech-language and auditory development
  - play, social and cognitive development
  - parent interaction, involvement and expectations
  - auditory and oral (re)habilitation,
  - IFSP/IEP development
  - professional advocacy and program development
  - establishing collaborative relationships
  - becoming a change agent
Mentoring

- Guided mentoring upon return to the workplace
  - discipline-specific mentor
  - unique projects intended to guide the participant in achieving professional growth and development.
  - six hours of mentoring to assist participant in completing follow-up project
Capstone Experience

• Attendance at a three day weekend meeting to provide an opportunity for extending networking through
  – reporting on individual mentoring projects
  – sharing results of the personal and professional strategic plans for change
Partners & Onsite Locations

- Philadelphia/Bryn Mawr, PA
  - The Children’s Hospital of Philadelphia
  - Clarke Auditory/Oral Center
- E. Palo Alto/ Redwood City, California
  - Let Them Hear Foundation
  - Jean Weingarten Peninsula Oral School
- Atlanta, Georgia
  - Atlanta Speech School
  - Children’s Healthcare of Atlanta

* N.B. Academic program costs generously covered by a training grant
Meeting the Challenge

visit our website:

www.chop.edu/ppci

Call Rebecca Flanders, Training Coordinator

267-426-5084
PPCI Calendar

• Summer, 2008
  – PA & GA: July 6-July 19
  – CA: July 13-July 26

• Fall, 2008
  – PA & GA: October 16-25

• Winter, 2009
  – January 28-February 10