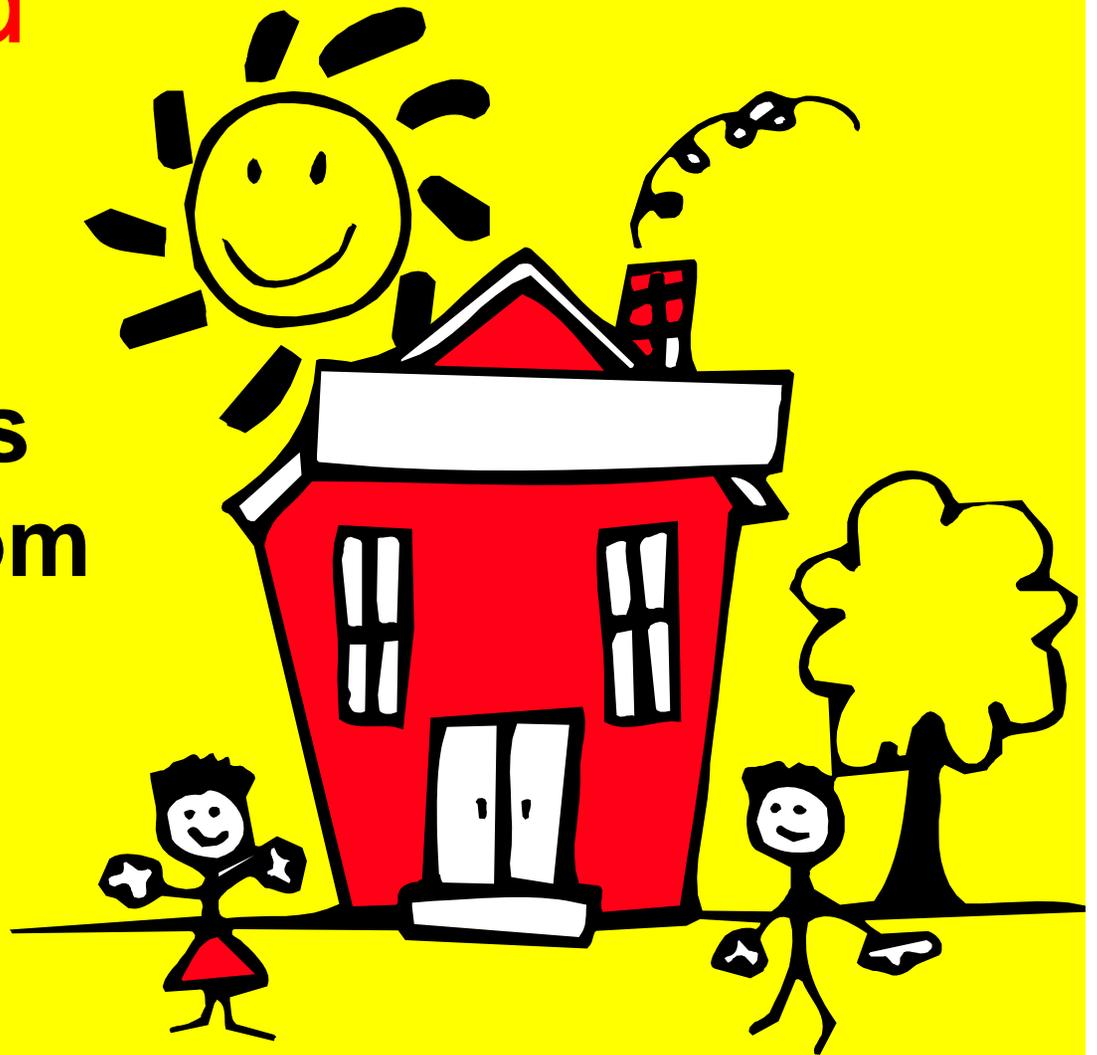


**WESD  
Specialized  
Preschool**

**Salem Heights  
ECSE Classroom**



# Welcome to our world of sound and communication!



- Hearing and listening form the invisible cornerstones of spoken communication. Infants and toddlers spend much of their day engaged in active or passive listening activities as a means of obtaining information from their environments. The need for all children to be able to hear clearly must not be underestimated (Berg, 1986a).









# Here's what we know...

## • 2006

- 12 preschool age children
- 6 with cochlear implants; 5 of these children implanted after the age of 2
- 7 use ASL for communication
- 4 are now in general education classes with some teacher of the deaf/hh support; no interpreter
- 8 are ASL interpreter users

## 2011

18 preschool age children-13 aural/oral; 5 ASL

5 with cochlear implants; 8 with FM systems; 10 aided prior to 6 months

13 are now in general education with some teacher of the deaf/hhsupport- no interpreter

5 are in programs using an interpreter or ASL direct instruction



# What Has Made the Difference?

- CI implantation by 12 months
- 95% are aided by 6 months/EHDI
- Early FM usage
- Early intervention services
- Close working relationship with EI/ECSE-seamless
- Private coverage/OHP for hearing aids-rarely use loaner aids
- Technology of hearing aids, FM, soundfield systems and cochlear implants is astonishing!
- Close working relationship with audiologists is critical





Trying to  
achieve  
1, 3, 6









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# It's All About the Brain!

- Because of technology and brain neuroplasticity, the audiologist's role has expanded in pediatric services
- Because of technology and brain neuroplasticity, the landscape of deafness has changed
- Because of technology and brain neuroplasticity, today's infants represent a new and different generation of children who are deaf

--Carol Flexer



