



# Professional Preparation in Cochlear Implants

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# Service Providers and Cochlear Implants

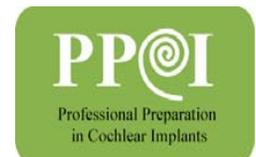
- The large majority of teachers of deaf children prepared in this country have attended college programs emphasizing the use of sign communication without regard for speech and spoken language
- Speech language pathologists have traditionally been under-prepared to work with children with hearing loss
- 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](http://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