

A PRACTITIONER'S GUIDE FOR A NEW QUALIFIED TEACHERS

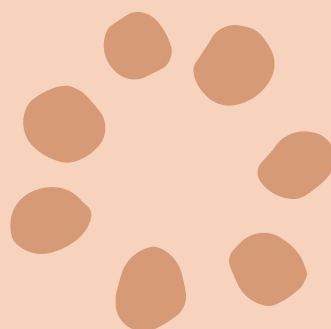


(MedicoExperts, 2018)

HOW TO FOSTER INCLUSION FOR A PRIMARY-AGED STUDENT WITH A COCHLEAR IMPLANT

TABLE OF CONTENT

Introduction.....	4
Policy and Legislation.....	6
Case studies.....	11
Good practice guidelines.....	13
Conclusion.....	20
Reference list.....	21



I acknowledge the use of CoPilot on 2/12/2024 using this prompt

1. Create a structure for a 4000-word Practitioners' Guide to support a new qualified teacher in fostering inclusion for learners with a cochlear implant.

Using these suggested sections:

1. Introduction and overview
2. Background (around 1,000 words) - include policy, legislation and theoretical perspectives
3. Case study/studies (around 1,000 words) - Draw on published case studies and expand on them e.g. if the child in the case study has a cochlear implant, discuss the implications and challenges of having a cochlear implant - The case studies should discuss implications and challenges of the experience of the ALN
4. Good practice guidelines (around 2,000 words)- a range of ideas and suggestions
5. A reference list

I acknowledge the use of CoPilot on 10/12/2024 using this prompt:

1. What is the difference between the Education Acts in Wales from 1981-2010?

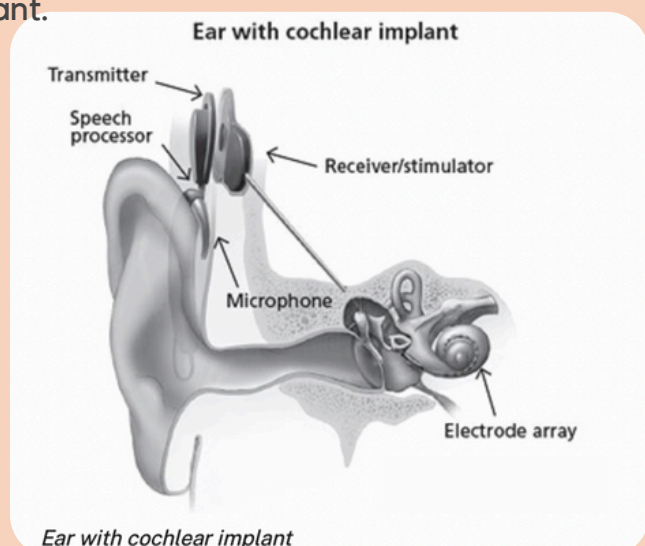
I acknowledge the use of CoPilot on 17/01/2025 using this prompt

1. Correct this text's grammar, structure, and syntax, please.

INTRODUCTION

This Paper considers what life would look like if every child had the same opportunity to succeed, regardless of their cultural background, educational provision or compacity. The skill of verbal communication appears to be one of the key factors in attaining the best educational outcome and achieving the best quality of life. However, research from Clover (2024), Tomblin et al. (2015) and Meinzen-Derr et al. (2018) among others suggest, that a child with a hearing impairment, has an extremely small chance of developing spoken language skills. In the United Kingdom, there are three babies born deaf, every day, and there are more than 50,000 deaf children living in the UK (Hutchinson, 2023). Children who suffer from severe hearing loss who are unable to use hearing aids, can hugely benefit from a surgically implanted hearing device called Cochlear Implant (CI). This is especially true regarding education, as the cochlear implant can significantly improve the life of a child with severe hearing loss (Chute, 2022).

The Cochlear Implant is a small medical, complex, electronic device which consists out of two parts. The external part sits behind the ear and is magnetically connected to the internal part, also known as the receiver, which is surgically placed under the skin. The microphone, which sits right by the ear picks up sounds from the environment and sends it to the speech processor, which will select and arrange the sounds. The receiver and transmitter convert the received signals from the speech processor into electric impulses. These impulses are picked up by the electrode array and directed to multiple regions of the auditory nerve (NIDCD, 2021). The diagram by NIDCD (2021) indicates a visualisation of an ear with cochlear implant.





The cochlear implant is a tool to give deaf children the opportunity to hear and recognise sounds and voices and to understand speech, but it does not restore a child's hearing (NIDCD, 2021). This is crucial to remember when educating a child with a CI, as there is a need to create reasonable adjustments, for the best learning to happen.

To support a CI child and foster inclusion, it is important to approach the process systematically and holistically. To achieve the goal, and to have a positive outcome, teamwork and good communication is fundamental. This can be compared to building a house as will be considered later.

This practitioner guide will explore how a New Qualified primary Teacher can foster inclusion for Primary School learners with a Cochlear implant. By examining policies and legislation, this paper will explain how to foster inclusion and promote safety and protection for everyone involved. It will also present a detailed case study which highlight the challenges that a CI pupil has to face, and lastly show good practise guidelines on how to create an inclusive classroom environment to support social and emotional development.

When building a house, after drafting a plan and gathering materials, the foundation is laid, and walls are built. Just as a builder would not start a project by focussing on one specific room, so this guide will adopt this approach by firstly focussing on the foundation and walls, which in this case are the relevant policies and legislations to support inclusion. This will provide the reader with a clear framework and protect the child whilst promoting inclusion.

Education Act 1981 – This act was a breakthrough for children with Additional Learning Needs (ALN) in their educational journey. It helped to raise awareness for the ALN child and highlighted the importance of providing appropriate support for them to succeed in their educational journey (UK Government, 1981).

Children Act 1989 – This law was a landmark in history as the main source of child welfare law in the United Kingdom (Politics, 2021). This legal framework aims to ensure a child's protection from harm, and that their well-being and developmental needs are fulfilled (Wiselaw, 2024). However, this law also reformed the provision for local authority services for children in need (GOV.UK, 1989).

Education Act 1993 - This act was necessary as it strengthened the rights of parents of pupils with Additional Learning Needs. Additionally, it introduced a new independent system for assessing and issuing statements of children with additional learning needs (Harris, 1994).

Education Act 1996 – This act superseded the previous education act by placing a duty on mainstream schools to educate children with additional learning needs (GOV.UK, 1996).

Special Education Needs and Disability Act 2001 - This important piece of legislation strengthened the right of a child with ALN to be educated in a mainstream school (Gov.Wales, 2009). The objective is for every child to have the same opportunities to access education, training and employment, regardless of their needs (Tinney, 2023). In his inclusive education theory Vygotsky strongly advocated for children with additional learning needs to be educated in mainstream classrooms with special support. He emphasised the school's duty to accept every child and to respect their civil, social, and educational rights (Isah, 2014).

Disability Discrimination Act 2005 – This Act superseded the Disability Discrimination Act in 1995, which was the first significant UK legislation for disabled people. It protected individuals from discrimination in various areas such as education and employment (Lewis, 2020). The later Act "established new legal requirements on employers and qualification awarding bodies to accommodate individuals with disabilities" (Ercolani and Lazarova, 2024).

Children Act 2005 – This important Act combined all legislations for children by highlighting the rights and responsibilities, ensuring their care, protection and maintenance (UNICEF, 2018). Additionally, this landmark piece introduced the provision of a Children's commissioner (gov.uk, 2004), whose role is to be "a national watchdog and champion" for young people and to protect and promote children's rights under the UNCRC (Powell, Uppal and Firm, 2012, p.34).

The United Nations Convention on the Rights of the Child (UNCRC) serves as a national agreement by protecting special human rights for the children aged 0-17 years (Williams, 2024). The convention is made out of 54 rights, setting out the economic, cultural, social, and civil rights for every child, regardless of their religion, ethnic group, or abilities (UNICEF, 2022; Save the Children, 2011; Children in Wales, 2024).

The Children Act 2005 was followed by the 'Every Child matters' agenda, which was significant as it ensured a more comprehensive assessment of children's needs (Powell and Uppal, 2012). To provide a framework for ensuring protection, participation and provision for children and young people in Wales, the Welsh government released the Seven Core Aims. These Aims incorporate all 54 articles listed in the UNCRC (Welsh Government, n.d.).

Education Act 2010 – This Act significantly impacted the education system in Wales and England by raising standards and increasing accountability through the introduction of Ofsted, a new framework for school inspections. This ultimately resulted in the improvement of the quality of teaching and learning (Wiltshirelocaloffer, 2023).

Equality Act 2010 – In the same year, the British government released the Equality Act, which combined 116 individual pieces of legislations into one single Act. This Act legally protects people against nine different characteristics. These protected characteristics are race, religion, sex, sexual orientation, gender reassignment, age, marriage and civil partnership, pregnancy and maternity, and disability (Equality and Human Rights Commission, 2018; Gov.UK, 2013).

The Rights of Children and young Persons (Wales) Measure 2011 – In 2011 the Welsh government decided to extend the rights-based approach by incorporating the UNCRC into Welsh law. This placed a duty on the Welsh minister to consider children's rights when making decision that affect children and young people (Welsh Government, n.d.).

Additional Learning Needs and Education Tribunal (Wales) Act 2018 – This act was fundamental in replacing all previous legislation surrounding children and young people with additional learning needs. It also replaced the Special Educational Needs (SEN) framework with the Additional Learning Needs (ALN) framework, (Welsh Government, 2024). Additionally, the Act introduced Individual Development Plans (IDP). By embedding a children's rights approach and valuing children's contribution, it allows for a simplified process and more transparency for everyone involved (Blenkinsop-Clarke, 2021). It brought more equity, and reduced stigma, and generally welcomed everyone with additional learning needs. This new system also supports all learners until the age of 25, ensuring continuous education if they need education or training (Blaenau Gwent, 2022).

Curriculum for Wales 2022 – In 2022, the Welsh government introduced a new curriculum for all learners aged 3 to 16 years. The new curriculum will help schools enable learners to develop towards four purposes, which are for the learner to become:

1. Ambitious, capable learners ready to learn throughout their lives
2. Enterprising, creative contributors, ready to play a full part in life and work
3. Ethical, informed citizens of Wales and the world
4. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society (Education Partners, 2023).

This curriculum would also change attitudes towards disabled people and encourage the social model of disability. This model was created by disabled people and highlights the fact that "people are disabled by barriers in society, not by their impairment or difference" (Scope, n.d.). This model helps to recognise barriers for disabled people, which, when removed, will bring more equality, independence, and choice (Disability Rights UK, 2012). By adopting the new curriculum and seeing every student for who they are and what they need on their educational journey, it will benefit not only the individual but also society as a whole.

It is important to be aware of the history of Welsh policies and legislation for children with Additional Learning Needs. When promoting inclusion, this framework can serve as protection and guidance for every individual, helping to establish a better understanding of how to meet their needs.



(Johnsson, 2016)

Before giving a detailed explanation and carefully considered ideas on providing effective support for a pupil with CI, it is helpful to consider a real-life case study. This case study will highlight the need for a range of intervention strategies, analyse the challenges a cochlear implant pupil must face, and serve as an ultimate guide on how to implement successful teaching methods.

The chosen case study is about a 12-year-old child with a cochlear implant, attending a mainstream, secondary school. This case study focusses on two different factors. Firstly, it specifically looks at the communication aspect of the pupil, both between the student and teacher, and the student and peers. Secondly, it suggests how to best teach a student with a cochlear implant (Jachova and Kvacevic, 2010).

When looking at the case study's observational data, regarding the teachers of the ALN student, it is interesting to notice the massive influence and importance the proper use of communication approaches has. Communication approaches include good vocal intonation, using facial expressions, making eye-contact, speaking slowly and making significant use of gestures. Even though the benefits of these observed communication approaches seem very obvious, it is important to mention the cruciality of these methods for a learner with a cochlear implant (Jachova and Kvacevic, 2010).

This case study shows that a teacher, who made consistent eye-contact with the student, noticed a better understanding of the learning content, benefitting the students' academic achievements. MED-EL (2018) and Watanabe et al. (2011) agree, emphasising the importance for the teacher to avoid turning their back on the class, giving the student the opportunity to see the face and lip-read, otherwise the communication is profoundly interrupted. Like previously mentioned, the cochlear implant does not restore the normal hearing but only serves to improve the child's hearing, which means that the student is dependent on verbal communication to help their understanding.



The National Deaf Children Society (NDCS, 2022) highlighted the challenges of the Covid-19 Pandemic as society was required to wear facemask. This hugely affected deaf young people and children as they struggled to read facial expressions and understand non-verbal communication.

Another observation from the case study was the huge benefits that encouragement and positive affirmation had on the students' wellbeing (Jachova and Kvacevic, 2010). Tuckman and Sexton (1991) agree, highlighting that encouragement of a teacher can also serve as a motivator for the student. It can also help them to persevere with tasks which they find difficult. Encouraging and positively affirming a child with a cochlear implant is very important as it can promote confidence and help the student accept their difference. Anna who had a cochlear implant at a very young age, highlighted in her blog that regardless of all her struggles and challenges at school, she benefitted significantly from the positive feedback she had from teachers, which built confidence and helped her to succeed (Martinez, 2021). Harvard University (2016) agrees, highlighting that emotional development and building confidence will impact social relationships, mental health and later academic performance of a child.

So, reflecting on the case study done by Jachova and Kvacevic, (2010), it is interesting to notice the positive outcomes that appropriate communication and encouragement can have on a learner with a cochlear implant. Regardless of this case study being done in a secondary school, it is important to recognise the positive effects these factors can have on an even younger child. Early theorists such as Skinner in his operant conditioning theory agrees, suggesting that positive reinforcement to young children can contribute to shaping their behaviour (Gordan, 2014).

An educator's goal should be to provide every child with the same learning opportunities and for them to succeed in life. By adopting these approaches, a teacher can help the ALN student to reach their full potential and live a fulfilling life.

For a child with a cochlear implant, to achieve educational success, additional support and appropriate lesson adjustments are necessary. So, this section is going to suggest four different strategies on how to create inclusive practices to promote mental, emotional, and social success.

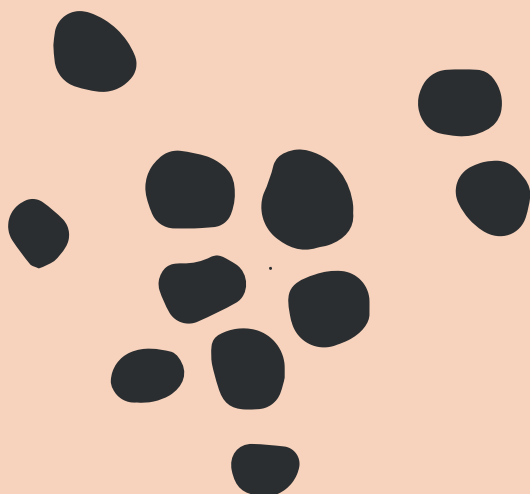
1. Creating an Inclusive Classroom Environment

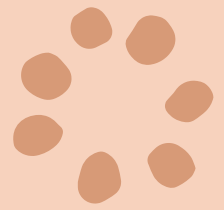
When arranging a seating plan, it can be hugely beneficial to keep these following points in mind. This will ensure, that the CI student has the best ability to clearly hear and understand the teachers and other students.

- It is vital for the teacher to face the classroom when giving instruction, to promote learning and understanding by lip reading, noticing facial expressions and body language (Jachova and Kvacevic, 2010).
- Introduce a fun and discreet way for the student to let you know that they don't understand you. For example, putting a certain item on the desk or using a hand symbol (Advanced Bionics, 2015).
- Ensure that the cochlear implant student is not seated closely to any outdoor or indoor noises, such as windows next to roads, computers, fans or projectors (Westmorland and Furness Council, 2022; MED-EL, 2023).
- The student should be seated close to the teacher, by the front to ensure best hearing and for them not to be distracted by peers (MED-EL, 2023). Zombek, Wray and Rose (2012) however, highlight the fact that the first row is not necessary the best seating arrangement for the student. It is more important for the student to see the teacher and other peers clearly.
- Another way to ensure the students full understanding is to allow them to move seats when needed, e.g. at discussions, different activities or demonstrations (Nationwide Children's Hospital, 2021; Advanced Bionics, 2015).

Foundational to all those suggested strategies on how to best support a primary CI child, is the constant communication with the child. The Code of Practice (Welsh Government, 2021) gives the child an opportunity to participate and strengthen their involvement in their learning. Nevertheless Fox (2013) also suggests the importance of having the children's peers involved in decision-making. This will benefit the whole class, and inclusion will start to become a whole-class issue, as the peers become more involved in the child's progress. A child's social skills can also be promoted by adopting this process, as empathy is encouraged, which is foundational for the child to develop a sense of morality. This will help them to succeed in life over the course of childhood and adolescence (Keenan, Evans and Crowley, 2016).

Piaget's cognitive development theory is very interesting here as he suggests four stages for a child to develop empathy (Thompson, 2017). In his second stage, called the Pre-operational Stage, ages two to seven, he suggests that children start to use language to understand other perspectives and build empathy. So, this activity can be very beneficial in helping children to develop towards the pre-operational stage. Nevertheless, for a deaf child who is not able to hear or often speak, it seems almost impossible to reach this stage. Because of that, it seems appropriate to suggest different communication strategies for the child to start developing self-awareness and show altruism.





2. Communication Strategy

Before talking about different communication strategies, it is important to really know or understand the CI child. This will help to discern which communication strategies would be the most appropriate for that particular student. Archbold and Mayer (2012) highlight the importance of being aware of the diverse population of the deaf community, so it is crucial to recognise the challenges of the individual, especially for an educator, to provide a flexible choice for meeting their needs. Mukari, Ling and Ghani (2007) support this argument, stating that for a child with a cochlear implant to succeed in a mainstream educational setting, effective and carefully considered additional educational support is required. Ahmad et al. (1998) summarises it, explaining that not all deaf people are the same. Some use different ways to communicate, such as the British Sign Language, or the manual alphabet spelled out on their hands. Some can hear better than others, some are deaf-blind whereas some are just hard of hearing. This is important to keep in mind when giving instructions or creating learning materials.

Different ways to improve your communication with the CI child can be to use techniques such as:

- visual aids,
- sign language interpreter (if used),
- a note taker,
- using closed captions/subtitles,
- or using Assistive Learning Devices (ALDs) (MED-EL, 2023).

In the same way that a carpenter needs different tools to build a house, so a deaf child can benefit from creating a "hearing loss tool belt" (Ann, 2023). Making the child aware of these can help them to build the additional tools necessary to support them to access the learning in the classroom. This concept will also build their communication vocabulary, encourage self-advocacy, independence and build self-awareness (Ann, 2023).

3. Supporting social and emotional development by collaborating with professionals

When creating strategies to help a child with a cochlear implant to succeed, it is important to consider the child's holistic development. In Rudolf Steiner's Waldorf education, he highlights the importance of developing holistic methods to help children reach their full potential (Hargraves, 2020). Everything that a child learns should be done in a holistic way, "emotionally supportive and above all purposeful to the young children" (Steiner Waldorf Education, 2011). Nevertheless, many teachers focus solely on developing the child's academic skills, forgetting the social, emotional and often mental health issues that a child may face on a daily basis. This is especially true for children with additional learning needs and those with a Cochlear Implant. Wilson et al. (2018) agrees, highlighting the emotional and mental health problems deaf children often face. The majority of deaf children, who are educated in a mainstream school, are often without a deaf peer group or the only deaf person in their family, which makes them feel isolated.

One way to address this is to apply a holistic approach in school by multi-agency working. This means the collaboration of many professionals to achieve one joint mission (Abhay, 2023). To apply this approach to an educational setting, teamwork and consistent communication between the teacher, ALNCO, councillor, parents and speech and language therapist, is foundational. Hutchinson (2023) fully supports this approach, as it appears to be very effective and beneficial for the individual, specifically those with complex needs such as a child with a cochlear implant.

A case study done by the American Speech-Language-Hearing Association, applied this strategy when working with a two-year-old boy (ASHA, n.d.). Working multi-agency and including eight different agencies such as the audiologist, ENT/otologist, SLP, Local SLP, Spanish language interpreter, Occupational therapist, patient and family, proved to be successful. By using a team and everyone's strengths and observations to assess the needs of the child, they were able to recommend a specific plan of therapy for the boy to develop his language skills. This resulted in the boy's steady growth of expressive vocabulary (ASHA, n.d.).



(ASHA, n.d.)

Just like many different trading skills and a collaboration between workers is foundational when building a house, so a Multi-Agency Approach can be of good use when working with a CI child. By doing this, a holistic approach can be ensured, and different emotional, social and psychological challenges can be addressed.

4. Collaboration with families and carers

One part of the multi-agency work is to work closely with parents and caregivers. This is possibly the most important part as it encourages a consistent and holistic approach in the inclusion of a child with a cochlear implant. According to Brown (2016), parents are the experts on their children, understanding their wishes, needs and how to promote their well-being best. Therefore, an inclusive partnership, where parents feel confident enough to participate and voice their opinion can meaningfully enhance the provision for the child and can improve inclusivity and the child's overall wellbeing. A parental participation approach is also hugely beneficial for the parents. According to Powell (1985), a lot of parents dream about who or what their child should be and disability in their child can be quite shattering for them. Therefore, by letting parents participate in the inclusion process of the child with a hearing impairment, it can help them to grieve the shattered dreams but ultimately motivate them to build new dreams, which incorporate the hearing impairment. This process of healthy grieving for parents which results in the building of new dreams is crucial for their participation which ultimately assists the successful inclusion for the child.



(Cochlear, 2023)



Examples of how to involve families in the educational process:

1. To stay in regular communication with the parents with frequent one-to-one meetings is important. In it you can review the child's individual education plan and ask for feedback or any suggestions from the parents. You can also show the classroom to the parents for them to visually understand the child's setup (MED-EL, 2022).

2. Using a communication book can be an effective tool to note down all the in-person or phone meetings. Special events or excursions can be noted down in the book for the parent to prepare the child and review relevant vocabulary prior to the event. This will encourage consistency and open communication between the teacher and parent (Cochlear, 2018).

3. Another way to involve parents in the school life is for the parents to volunteer, by working in the library, attending trips or helping with class parties. By supporting the running of the school, the parents will be able to get to know different teachers, or the school leadership, which can raise awareness of the child and help successful integration of the child (Cochlear, 2018).



CONCLUSION

To summarise, this practitioner guide for newly qualified teachers provides an overview of the relevant legislation and policies, discussing how they impact inclusion for a primary-aged learner with a cochlear implant, using a case study as an example. It was found that a strategic approach, like the construction of a building, effective communication skills, and encouragement were vital. In the case study of the child with a cochlear implant, the challenges and implications were explained and effectively addressed.

This practitioner guide explored a range of good practice guidelines on how to create an inclusive environment by promoting an inclusive classroom culture, communication strategies, supporting the child's holistic health, and working with multiple agencies by incorporating professionals and parents. By applying these strategies, a newly qualified teacher can aid the inclusion of a child with a cochlear implant, helping them to become a healthy and confident individual who can lead a fulfilling life and be a valued member of society.

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