



Cochlear
Implant Users
talk and hear
and want to
be listened

Decision consensus

coordination

CLINICAL TEAM

SCHOOL



COCHLEAR
IMPLANT
USER

FAMILY

SPEECH THERAPIST

FAMILY SUPPORT specially in Crisis

- 1 Mourning
- 2 Decisions
- 3 Teenangers



DIAGNOSIS



**Don't blame everything on hearing loss
30% kids have other issues related or
unrelated to hearing loss**

**Attention deficit
Language-specific delay
Specific language disorder
Hyperactivity
dyslexia**



NOISE AT SCHOOL

- **CLASS**
- **CARPETED CLASS**
- **CLASS IN MOTION**
- **DINING**
- **COMPUTER ROOM**
- **GYM**

55-58 dB

50 dB

62-65 dB

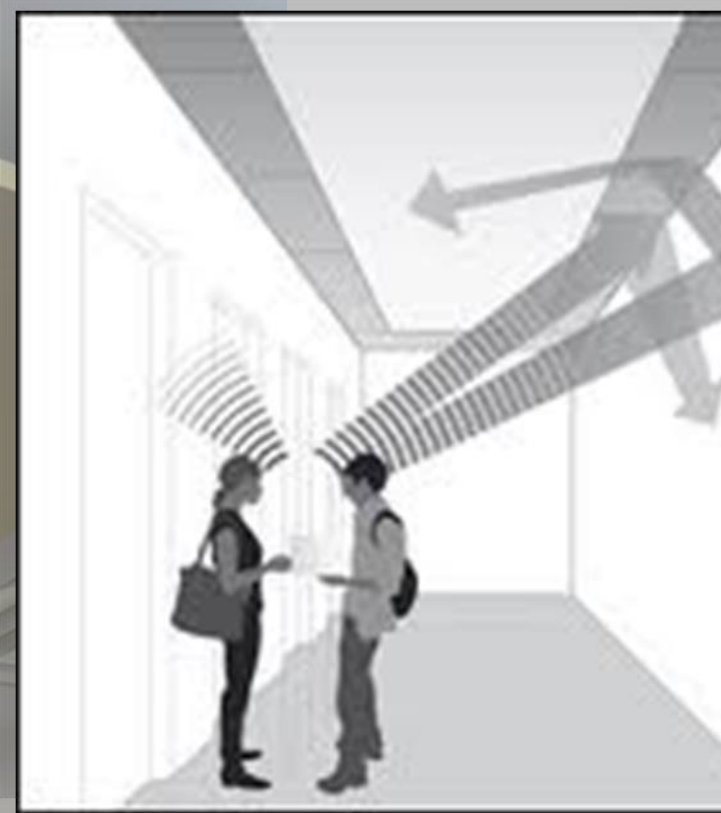
79-81 dB

80-87 dB

85-88 dB



Cover walls with sound-absorbing materials



Accessibility

Loops, microphones and FM systems

Up until 20 dB Increase

Problems: multifrequency
Hear the teacher but not
your colleagues



Difficult situations

Transports

Lunch break

Leisure



School outings



Water sports

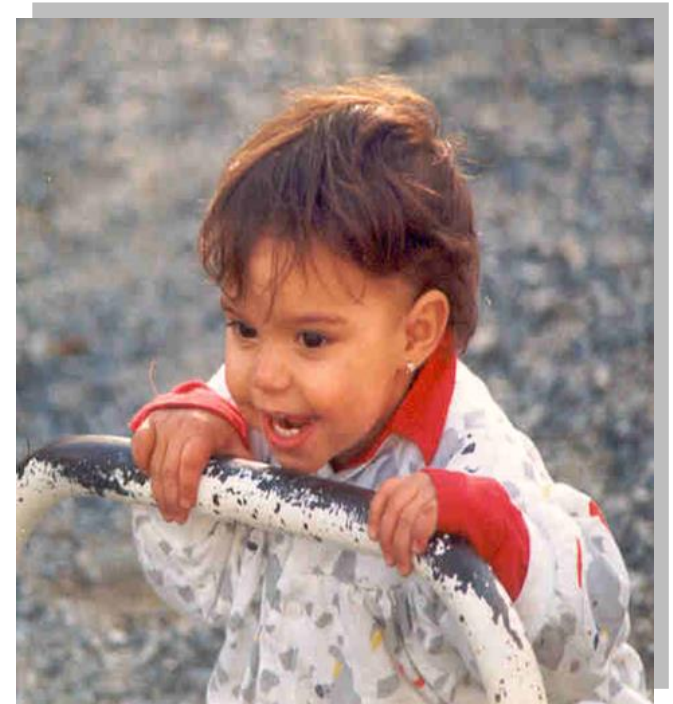
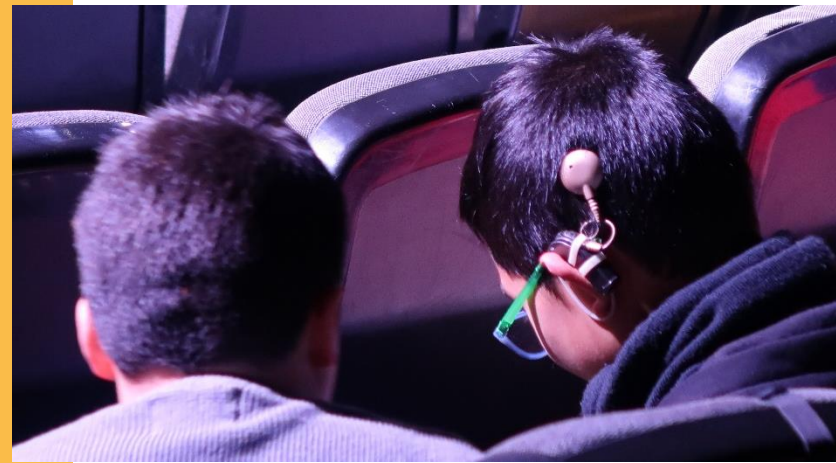


- ❖ **MUSEUM MUST BE ACCESSIBLE, IF NOT, THEN CHOOSE ANOTHER.**
- ❖ **AUDIOVISUAL MUST HAVE CAPTIONING – helps with vocabulary, grammar, Reading, proverbs and sayings**
- ❖ **IN SCIENCE MUSEUMS, COCHLEAR IMPLANT USERS SHOULD NOT GO TO THE MAGNETIC FIELDS EXHIBITION**



We must Break Communication Barriers

Nowadays is it a question of
sensibility not a technical issue
anymore.



Vocabulary

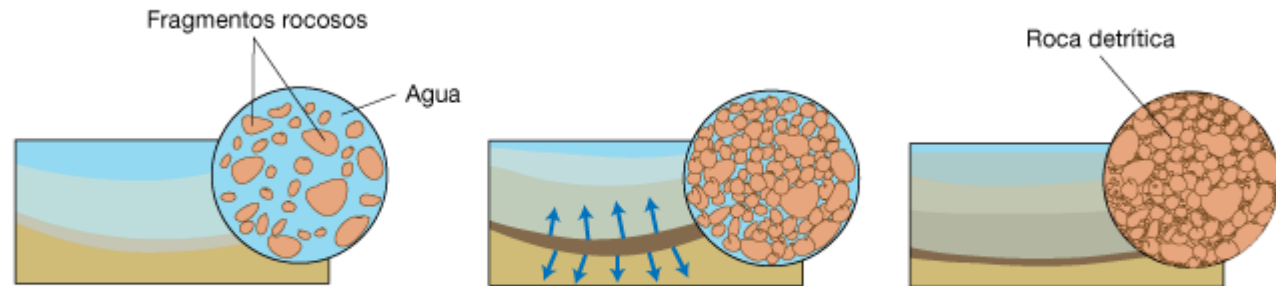
In school is important to learn concepts. BUT in high school is important to learn specific vocabulary



Teachers
MUST NOT
lower the
levels at
any age



layers of rocks \neq sedimentation
Take Light \neq photosynthesis



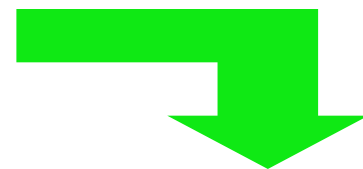
1. Acumulación de sedimentos

2. Compactación

3. Cementación

Teens

We must teach our kids change is normal



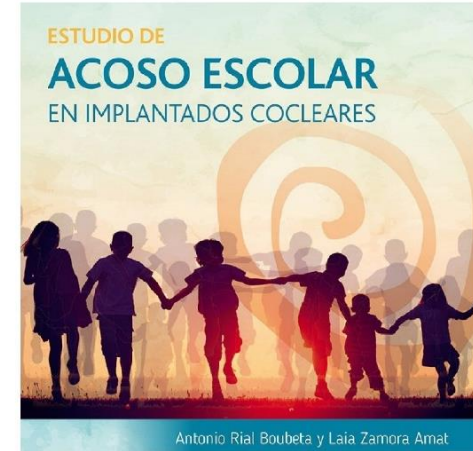
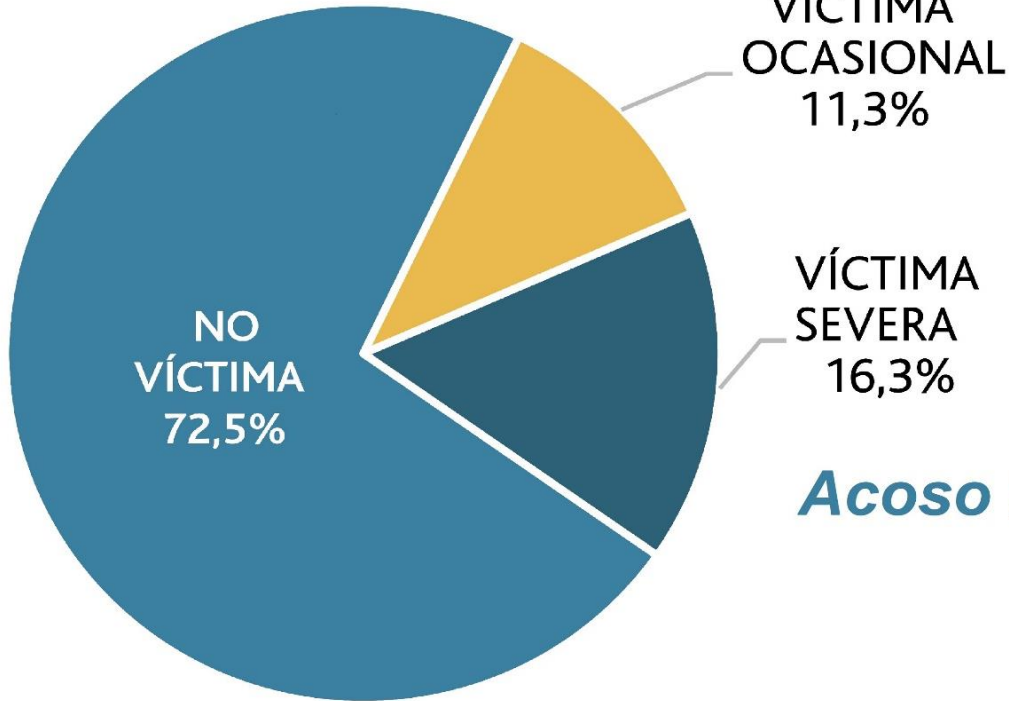
Not everything is because deafness.

Communication issues difficult good relations in teens even if they do not have hearing loss

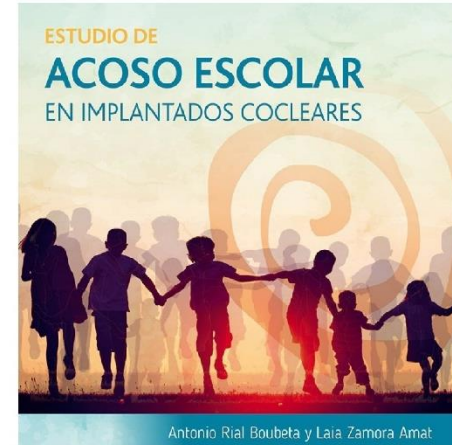


Bullying

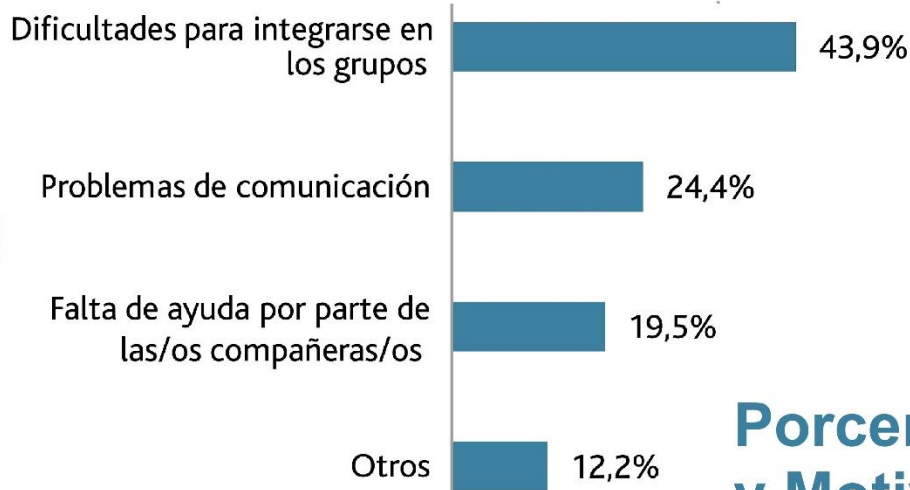
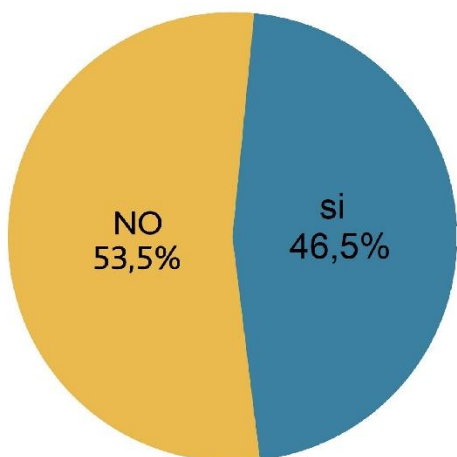
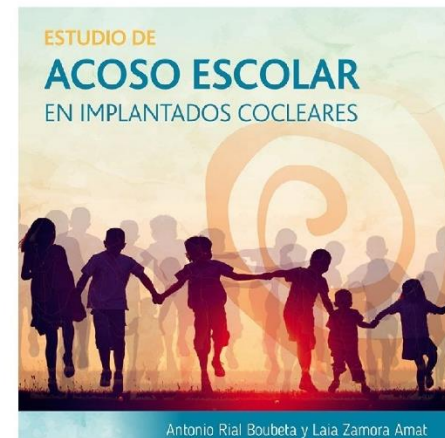




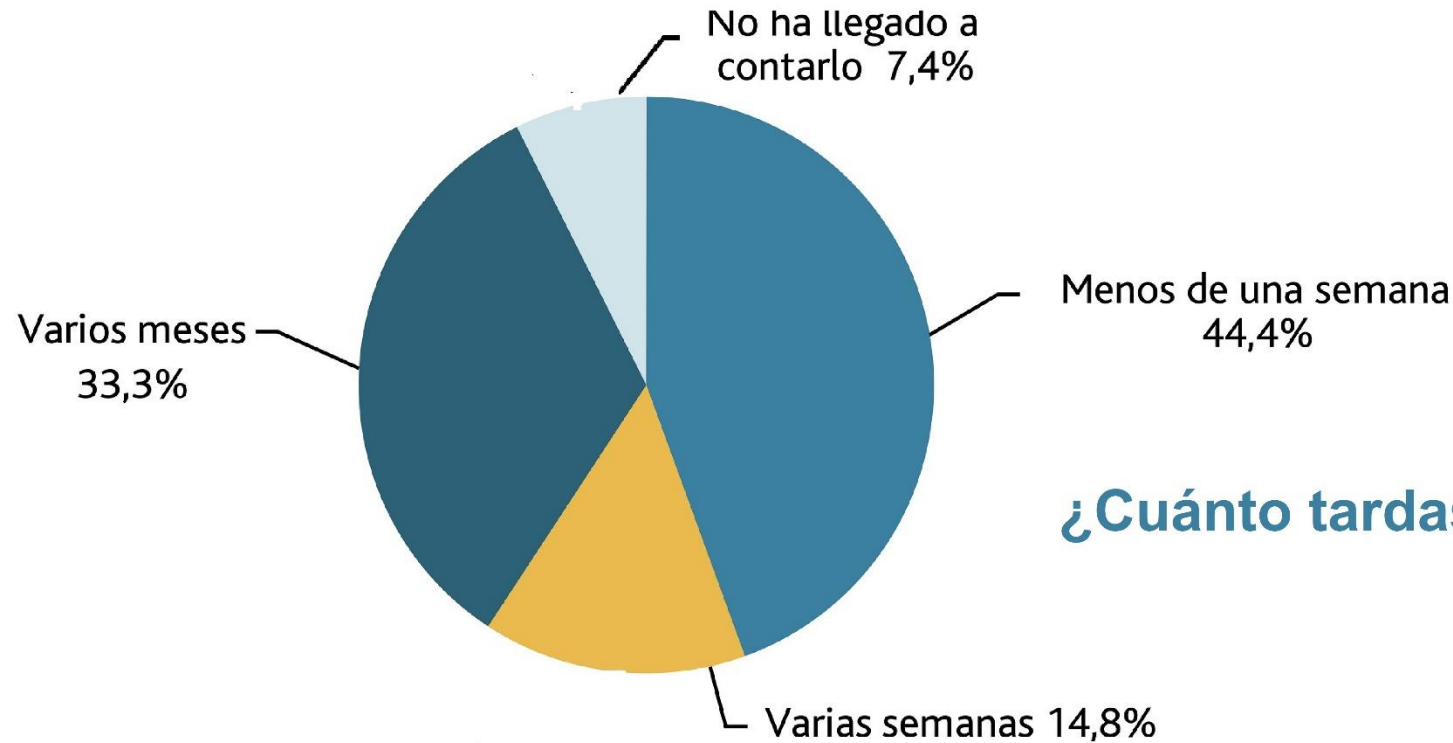
Acoso Escolar en Menores de Edad



Principales conductas de acoso sufridas por las/os adolescentes



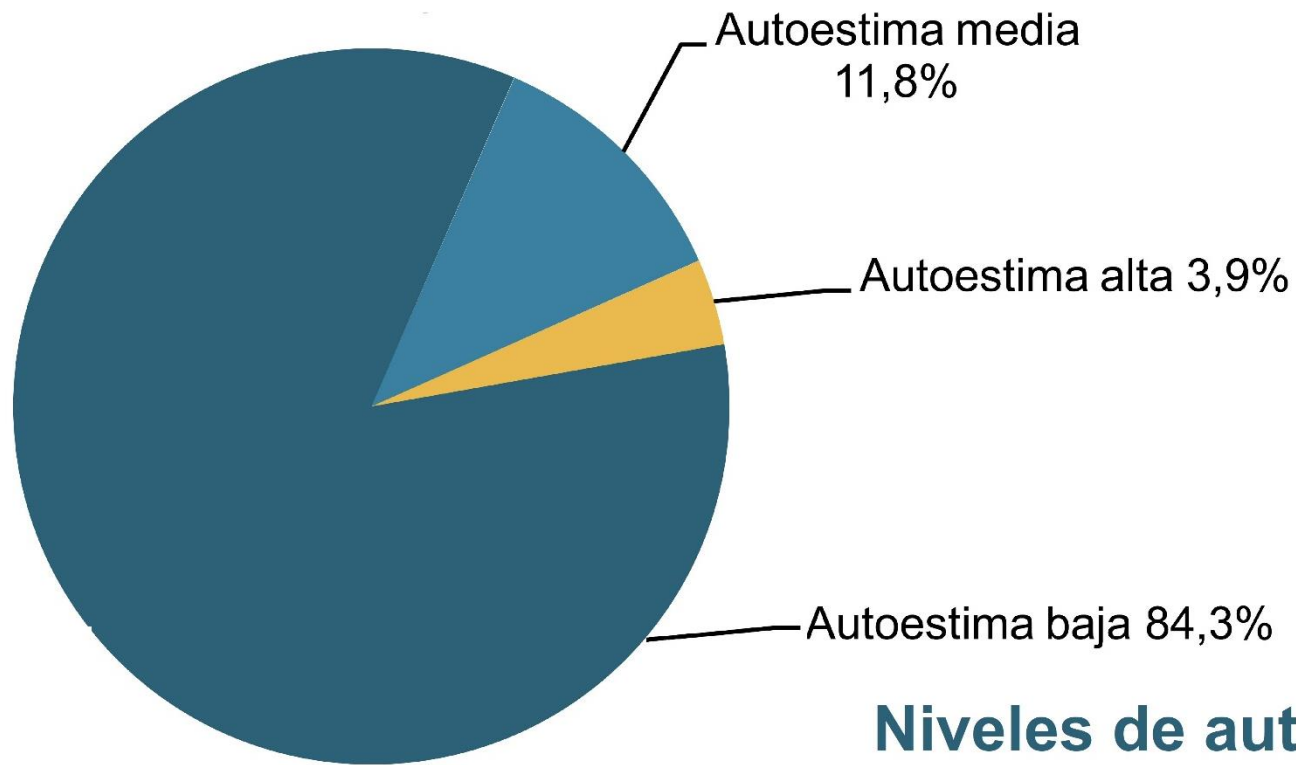
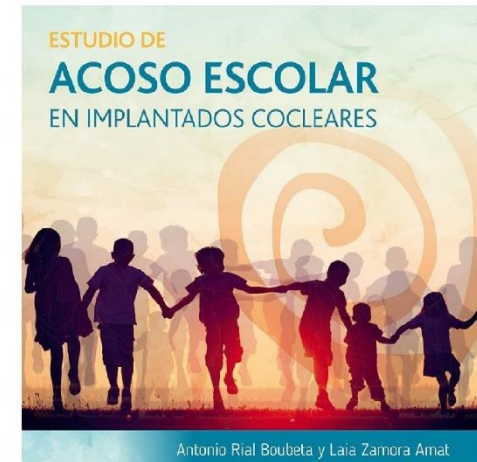
Porcentaje de rechazo y Motivos de exclusión



¿Cuánto tardaste en contarlo?



Generalitat de Catalunya
**Departament de Treball, Afers Socials
i Famílies**



Niveles de autoestima detectados

TRUCOS PARA LOS PROFESORES - que ayudan a oír y a entender a los alumnos

- Deberes - facilite imágenes visuales o palabras clave en la pizarra
- Utilice bien el sistema FM, p. ej. evite que el micrófono choque con un collar voluminoso.
- Introduzca el tema antes de lanzarse a él
- Espere que haya silencio antes de dar instrucciones
- No mire a la pizarra al explicar - que puedan ver su cara
- Haga frases cortas y divida la información
- Observe pequeñas señales - ¿han comprendido?
- Repita y/o vuelva a dar la información cuando se requiera
- Vaya despacio
- Resalte los puntos clave - Incluya ayudas visuales
- Anticipe los temas, esquemas claros o apuntes con tiempo




GOBIERNO DE ESPAÑA
MINISTERIO DE DERECHOS SOCIALES Y AGENDA 2030

✓ **POR SOLIDARIDAD**
OTROS FINES DE INTERÉS SOCIAL


 La Federación ACE, Federación de Asociaciones de Invidentes Cebares de España
 como entidad miembro del World Hearing Forum (2019-2021)

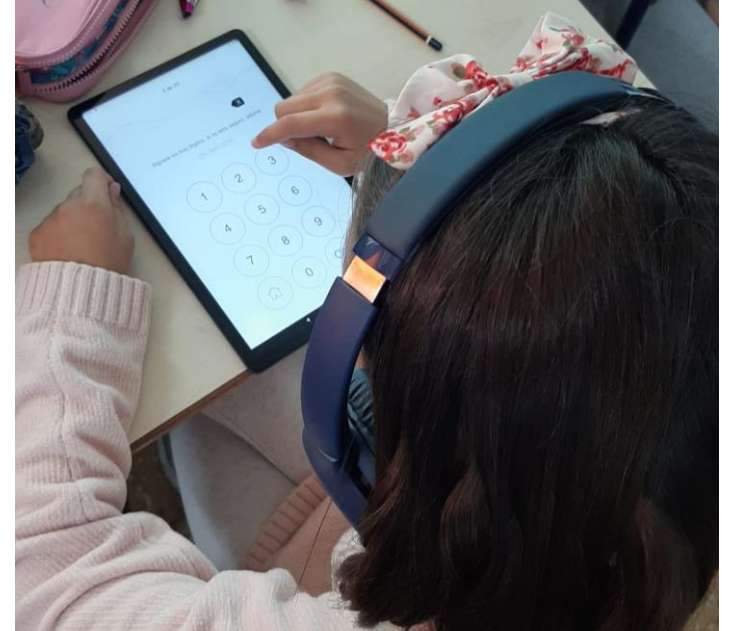
CERTIFICA

QUE LA CLASE DE ENSEÑANZA DEL CENTRO DE ENSEÑANZA
 CON LA PARTICIPACIÓN DEL PROMOTOR/A
 ES ENBAZADORA DE LA ESCUCHA SEGURA 2020-2021 Y PODRÁ ADELANTE
 DIFUNDIR LOS CONOCIMIENTOS PARA UNA BUENA SALUD AUDITIVA.


 Representante Federación ACE


 Representante





¡Hablamos y
queremos ser
escuchados!