

Teacher of the Deaf education: Changed by Cochlear Implantation?

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Teaching the Teachers of the Deaf



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CELEBRATING 30 YEARS OF THE DEAF AND HARD OF HEARING (DHH) TEACHER EDUCATION PROGRAM

Cochlear implantation has meant...

Meaningful spoken language access for profoundly deaf students

Age appropriate outcomes – sometimes in more than one language

Majority reading and writing in average or above average range

(Mayer et al., 2021; see Mayer & Trezek, 2018 for a review)

Most educated in inclusive, integrated, mainstream settings

Success not guaranteed

Support necessary beyond the early years – in mainstream settings where they are often the only deaf student -

- ❑ To effectively manage the technology
- ❑ To ensure good listening/learning environments
- ❑ To develop self-advocacy
- ❑ To make certain academic potential is realized

Who is providing the support?

Most likely to be delivering long-term support are Teachers of the Deaf and Speech-Language Therapists

- ❑ 79% of high income countries have 50+ therapists/million
- ❑ 66% of low income countries have less than 1 therapist/million

(World Report on Hearing, 2021)

Teachers of the Deaf

Especially critical to providing support in schools

Highest served areas

- Americas (50% of countries) and Europe (42% of countries) have 15 teachers of the deaf/million

Lower served areas

- African region 35% of countries have fewer than 1 teacher of the deaf/million

Lack of support

Too few Teachers of the Deaf and Speech-Language Therapists

- ❑ A global concern
- ❑ Not good enough - even in countries where it is relatively “better”

And are teachers well prepared to work with a population of students using cochlear implants? In mainstream classrooms?

Keeping up with technology

The amount of technology that we need to manage today is sometimes daunting and often frustrating, something new comes along almost before you've completely learned the previous version but it's the best possible problem to have since it means we can give kids access to sound that I could only dream of when I started my career.

Educational Audiologist, 25+ years of experience

*It doesn't matter how good the teaching is
- if the student's technology is not on and
working - no learning happens.*

(Itinerant Teacher of the Deaf)

*Managing the technology
is a team effort – the
families and the classroom
teacher and the student.*

*(Itinerant Teacher of the
Deaf)*

Teacher Voices

*You can see the difference in the children who wear their amplification
and those who don't. It's critical to language, listening and articulation
development. (Preschool Teacher of the Deaf)*

Overcoming barriers

To ensure the educational success that we know is possible

- ❑ Need more programs to educate Teachers of the Deaf – online?
collaborations across countries?
- ❑ Need to prepare teachers to work with the technology - and be able to teach others how to manage it
- ❑ Need to provide support beyond the early years to help deaf students with cochlear implants manage the challenges of the mainstream classroom

Your thoughts? Questions?

Please feel free to contact me

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