

For Children: taking the technology into education Making the science work in real life

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We are committed to
delivering top-quality patient
care, excellent education
and world class research

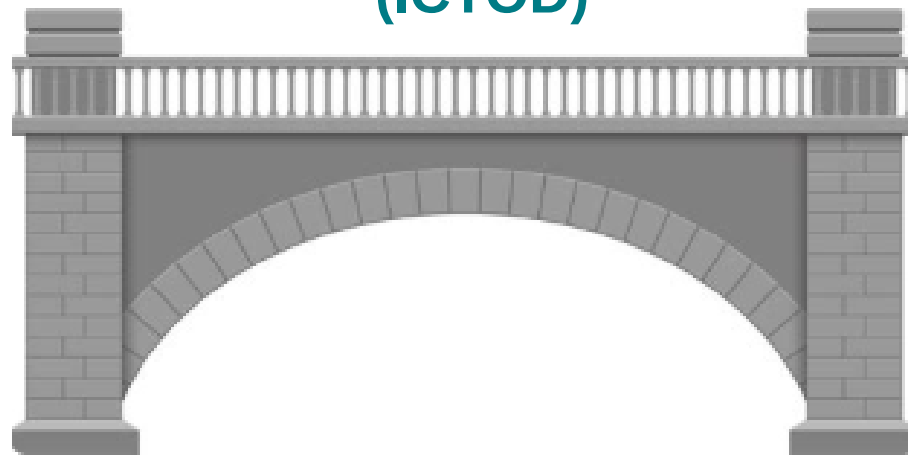
Safety
Kindness
Teamwork
Improving

The bridge

Home,
school,
local
Teacher of
the Deaf

**IMPLANT CENTRE
TEACHER OF THE DEAF
(ICTOD)**

**Cochlear
Implant
Centre**



With the deaf young person advocating for wider use of tech

Because the ICTOD listened to what I was finding difficult, now I have great access in the classroom. I can hear my peers and the teacher in all my lessons.

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- Observe and interprets real-world listening behaviours.
- Support language acquisition, identity development, and emotional wellbeing.
- Facilitate the child's understanding and confident use of their cochlear implants

With parents – inform, reassure, empower

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The ICTOD helped me to understand the science and after this I could make more informed choices for my child.

- Translate complex audiological information.
- Provides emotional and practical support throughout the cochlear implant process.
- Encourages parental advocacy and informed decision-making.
- Facilitates effective communication between families and professionals.

With the clinic audiologist – bridging clinical and functional perspectives

Feedback provided by ICTOD observations as well as their ability to engage the child in testing for longer, enabled me to programme more effectively in clinic.

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The ICTOD -

- Provides information to the clinical audiologist on the child's auditory functioning in daily life.
- Contributes to mapping and programming decisions with real-world insights.
- Promotes a holistic view of the child beyond clinical measures.
- Reduces the risk of over-medicalisation by focusing on the child's developmental and educational needs.

In the education setting – facilitating access and inclusion in partnership with child's TOD

Training delivered by the ICTOD enabled us to understand the child's listening and access needs in the classroom and for extracurricular activities.

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- Guides staff on acoustic environments, technology and communication strategies.
- Advises on assistive technology use.
- Monitors progress in cochlear implant use in the education setting.
- Promotes inclusive practices and peer understanding.
- Supports curriculum access and social inclusion.

Preparing for Adulthood: uni and work

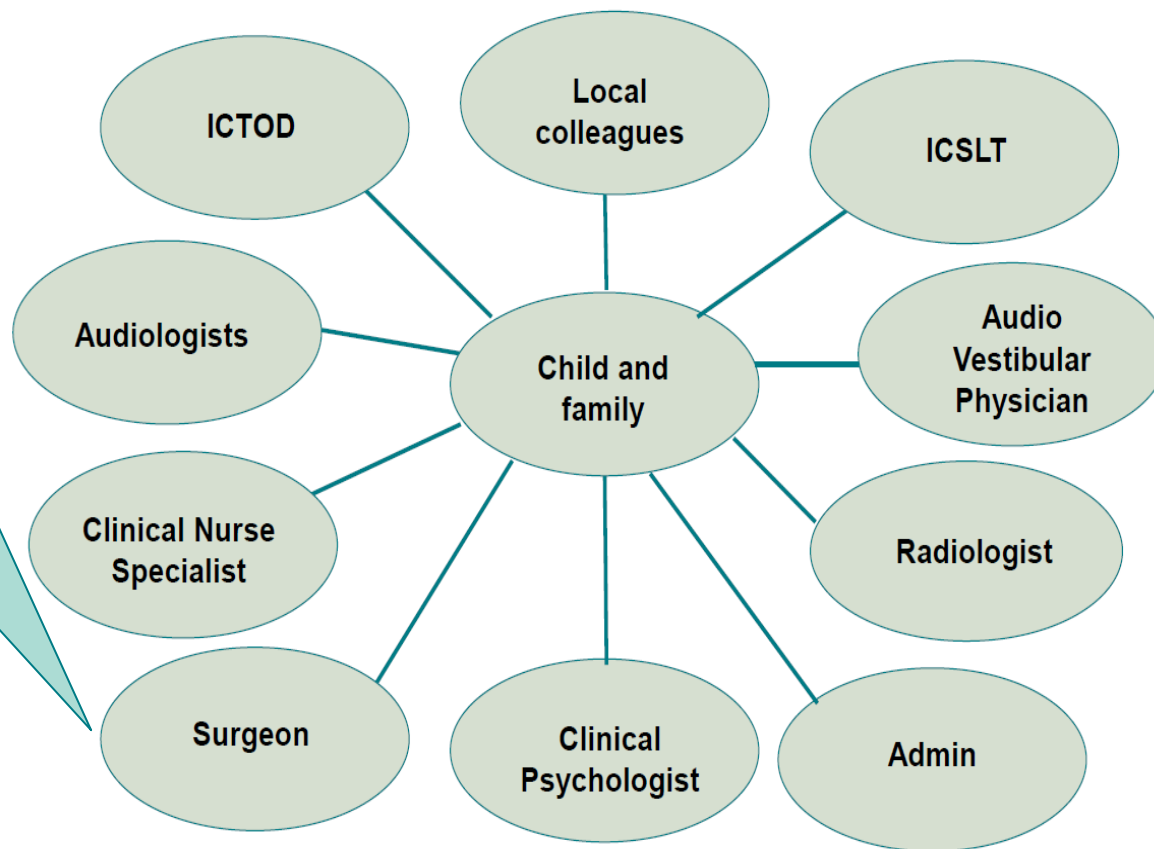
I'm now ready to go off to uni, confident there's specialist tech available and how it interfaces with my sound processors.

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- Prepares the young person for independence by understanding how to manage the technology in new places – uni, work, public places
- Introduces additional specialist deaf technology such as: Personal streamers and remote microphones, Bluetooth-compatible devices, Visual alerting systems and accessibility tools
- Supports access to funding and services, including guidance on applying for Disabled Students' Allowance (DSA) and engaging with university disability support teams.
- Develops self-advocacy skills, helping the young person communicate their needs effectively to lecturers, peers, and support staff.

Coordinating team collaboration

The knowledge, skills and experience the ICTOD brings reaches into all specialties and informs wider team working and effectiveness.



Links and contacts

www.bcig.org.uk

www.batod.org.uk



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