Chapter 12

1. Take some time to watch each of the following videos about the Artinian family’s struggle with the issue of cochlear implants. The first video, Sound and Fury, was aired on PBS in 2000; the second was aired in 2006; and the third is a presentation Heather Artinian (the subject of all videos) makes at Georgetown University as an adult.

Sound and Fury

 [www.youtube.com/watch?v=0ki4qo-Dfos](http://www.youtube.com/watch?v=0ki4qo-Dfos)

Sound and Fury: 6 Years Later

­ <http://www.youtube.com/watch?v=uKCuoESmLpk>

The Heather World: Heather Artinian at TEDxGeorgetown

 <http://www.youtube.com/watch?v=jhm5OaXJVMQ>

Immediately following each of the videos, write a reflection of your thoughts and reactions. Then, after viewing all videos, prepare a position paper that thoroughly explains why you believe cochlear implants are a good idea or why they are a poor/bad idea.

Chapter 12 Objective

 Define the concept of the Deaf culture.

 Explain how technology benefits individuals with hearing impairments (i.e., cochlear implants).

CEC Standard(s): Standard 1: Learner Development and Individual Learning Differences

 Standard 6: Professional Learning and Ethical Practice

 Standard 1.0: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

 Standard 6.2: Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic I: Understanding Exceptionalities

A. Human development and behavior as related to students with disabilities

4. physical development, including motor and sensory

1. Young children who are deaf have difficulty with interactions during play as a result of an inefficient and/or ineffective communication system. As stated in your text, “This suggests a need to develop communication skills within the hearing peer group and among all teachers if children placed in inclusive classroom settings are to avoid social isolation”(Gargiulo, 2014).

Complete an internet search to identify a variety of sites which include materials that might be useful for the development of play opportunities between students with hearing impairments and their hearing peer group.

Begin your search at the “Differently-Abled” portion of the Toys R Us website.

[www.toysrus.com/DifferentlyAbled](http://www.toysrus.com/DifferentlyAbled)

Prepare a list of 8-10 sites, (include the site URL in the list), and identify specific information/materials from each site that you deem appropriate to use as you develop play opportunities for young children who are developing communication skills.

Additional sites you might find helpful:

 [www.fatbraintoys.com/special\_needs/hearing\_impairment.cfm](http://www.fatbraintoys.com/special_needs/hearing_impairment.cfm)

 [www.gummylump.com](http://www.gummylump.com)

Chapter 12 Objective

 Summarize educational services for persons with hearing impairments across the life span.

CEC Standard(s): Standard 5: Instructional Planning and Strategies

 Standard 5.4: Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic III: Delivery of Services to Students with Disabilities

A. Background knowledge

3. integrating best practices from multidisciplinary research and professional literature into the educational setting

B. Curriculum and instruction and their implementation across the continuum of educational placements

6. technology for teaching and learning

D. Structuring and managing the learning environment

1. Explore the following websites and take note of the resources each provides. Then, use the sites to participate in their respective hearing loss simulation activities.

 [www.starkey.com/hearing-loss-simulator](http://www.starkey.com/hearing-loss-simulator)

 [www.hearinglikeme.com/facts/what-hearing-loss/hearing-loss-simulator-understanding-mild-and-moderate-hearing-loss](http://www.hearinglikeme.com/facts/what-hearing-loss/hearing-loss-simulator-understanding-mild-and-moderate-hearing-loss)

 <http://facstaff.uww.edu/bradleys/radio/hlsimulation>

 Once you have experienced each of the simulation activities, explain your reactions to the diverse levels of hearing loss presented. What impact did the simulation activity have on your efforts to participate? Did you experience an emotional or physical reaction? How might this activity impact what you do in your own classroom, which might include both students with and without hearing loss?

Chapter 12 Objective

 Define hearing impairment, deaf, and hard of hearing.

CEC Standard(s): Standard 1: Learner Development and Individual Learning Differences

 Standard 1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

 PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic I: Understanding Exceptionalities

B. Characteristics of students with disabilities

 3. genetic, medical, motor, sensory, and chronological age factors