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DE LA JEUNESSE ET DE LA CULTURE
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Impact of cochlear implantation on the schooling of multi handicapped toddlers

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We thank Dr **Susie Riva**, consultant,
for her precious contribution to the audit.

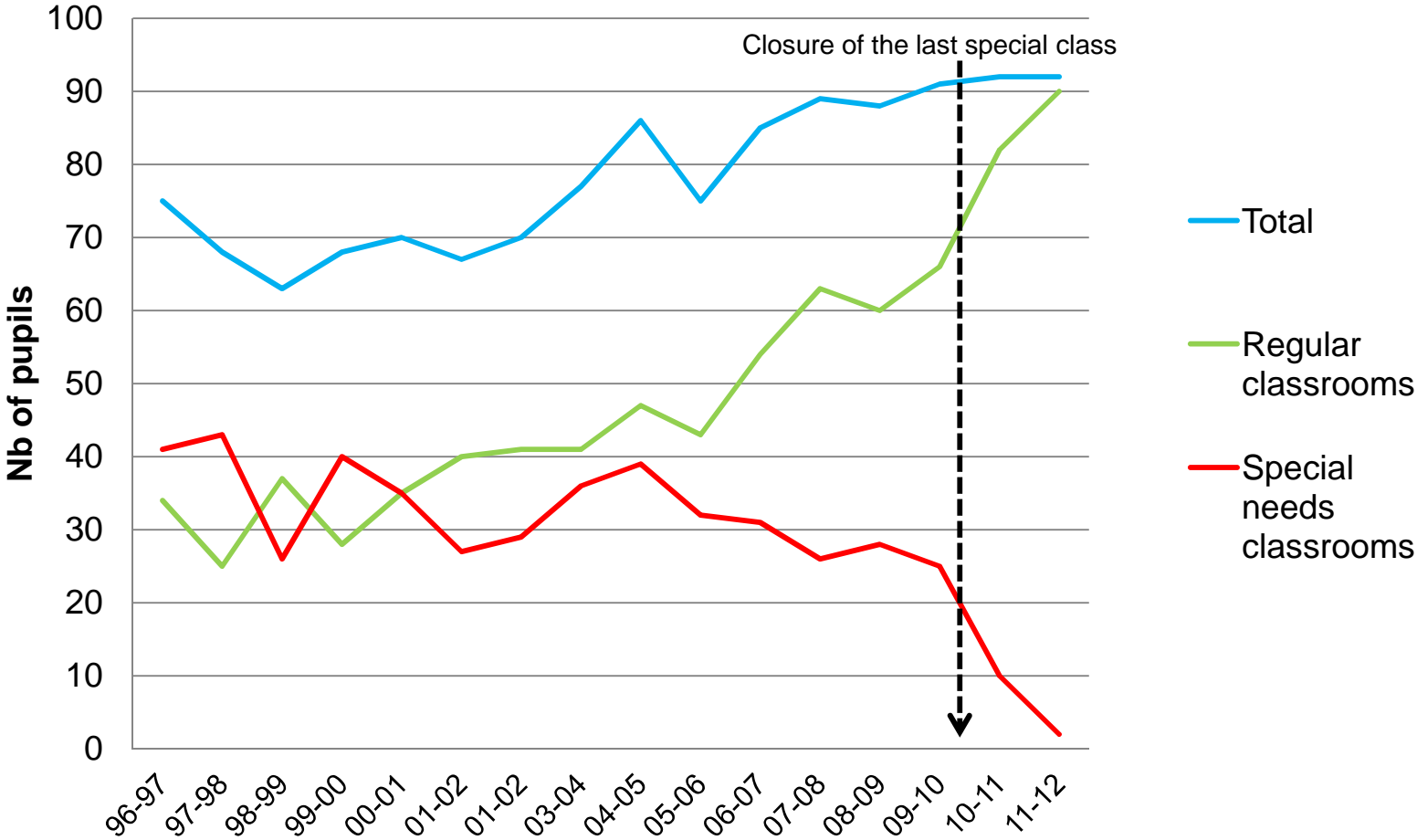
Lausanne - Thursday, October 2nd 2014

Context

- New legislation reinforces the inclusion of children with multiple disabilities, favoring access to day-care centers.
- Increase of young hearing impaired children receiving cochlear implants.
- Concomitant increase in the number of children with multiple disabilities is observed.

Towards inclusion of deaf or hearing-impaired pupils

Distribution of deaf pupils between special needs classrooms and regular classrooms through school years



New challenges

- Welcome deaf, implanted infants and children, with multiple disabilities, and their families.
- Prepare teams to deal with the challenging changes from the shift in situations with a “mono” or single disability to multiple disabilities.
- Continue to reinforce inclusive values practiced with young, deaf children even though multiple disabilities are more and more frequent.

Introducing our structure

Ecole Cantonale pour Enfants Sourds (ECES)

= Cantonal School for Deaf Children

- ❖ Early childhood sector (0-4 years old)
- ❖ School sector (4-18 years old)

Our values

blooming

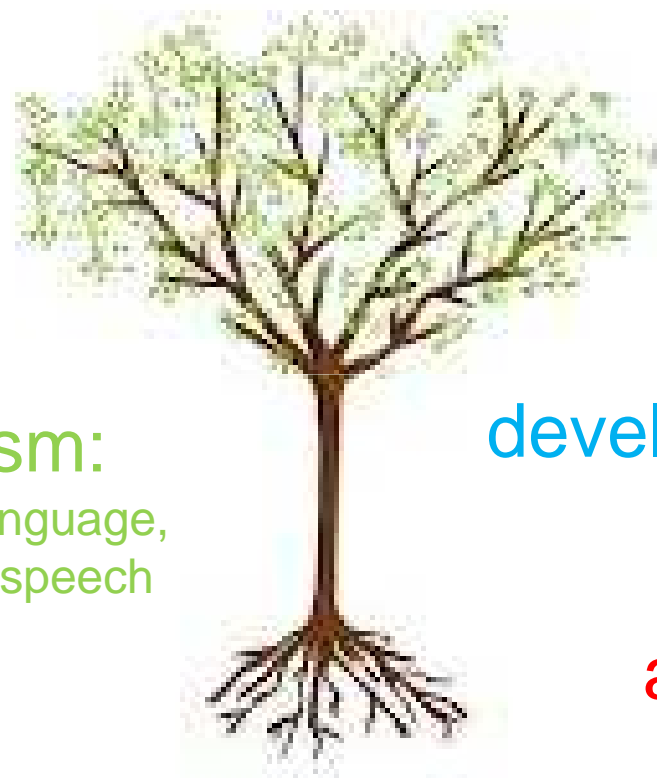
communication

bilingualism:
French sign language,
oral and cued speech

developement

autonomy

inclusion

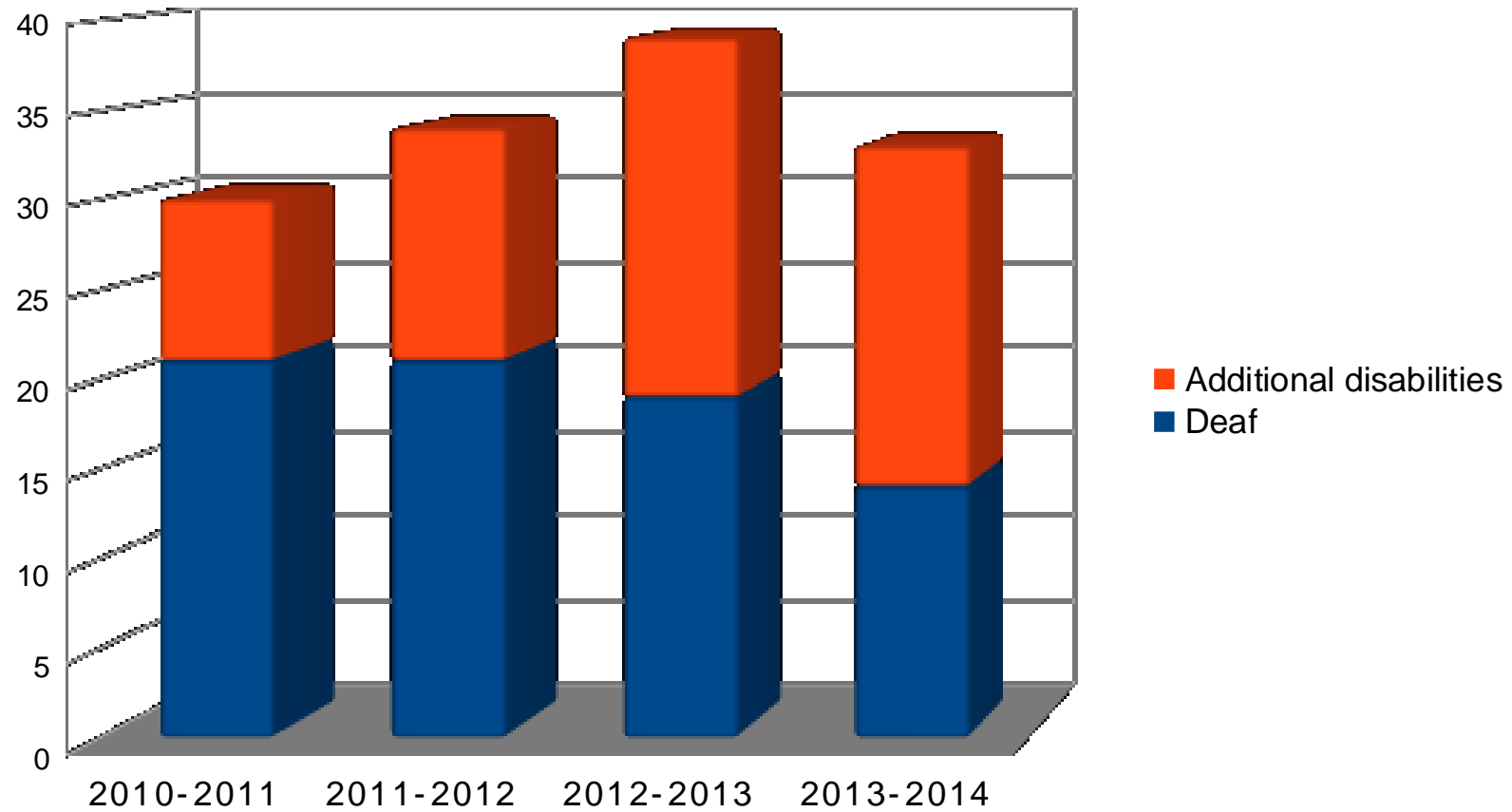


Introducing our structure

Early childhood sector's current internal team composition

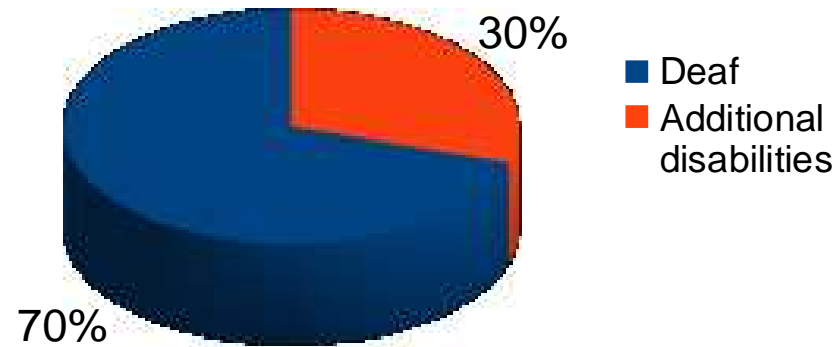
- 4 early childhood educators
- 3 speech therapists
- 1 psychologist
- 1 psychomotor therapist
- 3 trainees (education and speech therapy)

Institutional make-up – showing disabilities

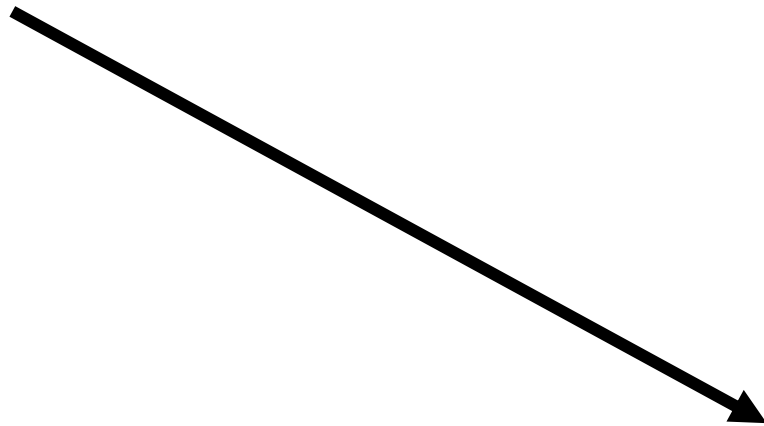
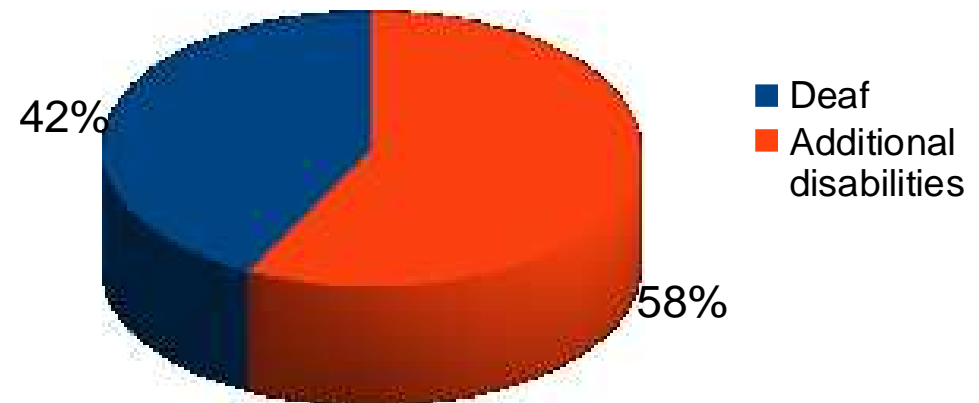


Institutional make-up – showing the inversion of disabilities

2010-2011



2013-2014



Practices 2010-2011

Oral language objectives, tools and equipment related to deafness

- Stationary guidance for deaf children and families in Lausanne
- Speech therapy
- Other therapies if necessary
- Itinerant educational services
- Biannual visit of local kindergarden
- Integration project « The Bag of Stories »
- Thematic conferences with partners

Collaborations - Partners

2010-2011

- ENT doctors, experts from our school
- Cochlear implant centers
- A Capella Foundation (cued speech)
- Swiss Federation of deaf people

New additional disabilities - diagnosed syndromes

- CHARGE syndrome
- Kleefstra syndrome
- Dysmorphogenic syndrome
- Treacher-Collins syndrome
- Down syndrome
- Cornelia de Lange syndrome
- Wolf-Hirschhorn syndrome
- Say-Barber-Biesecker syndrome
- ...

Needs assessment

- Increased expertise in many different associated disabilities
- Better organization regarding the care of children
- More equipment tailored to children's difficulties
- Specialized medical supervision and collaborations with other specialists
- More team leaders
- Adaptation of our tools and objectives in accordance with our values
- Increase in staff-to-children ratio
- Increased communication with the parents

Appreciative Evaluation (Riva, 2014)

- « Audit » based on qualitative interviews was conducted with the teams of the Cantonal School for deaf children in Lausanne by an external consultant.
- Process led to the development of interdisciplinary synergies that are able to provide the appropriate care.

Road map for changes

- Consolidation and widening of partnerships and circles of cooperation (particularly with various medical disciplines like pediatric neurology or ophthalmology)
- Reinforcement of the coaching of the regular preschool education staff, where hearing-impaired children receive daycare,
- Enhancement of knowledge development within teams, evolving through new partnerships in continuing education, reinforcing the “learning organization”.
- Development of leadership and management skills within teams, ensuring good governance, complementary and multidisciplinary best practices, as well as a shared institutional vision.

Progression

CHANGES	DONE	IN PROGRESS	TO DO
1. Implementation of a training process	X	X	
2. Preparation of host records and protocols for each child	X		
3. Adaptation of the equipment needed for childcare with multiple disabilities	X	X	
4. Nursing support for the Sector of Early Childhood (hearing impairment)	X		
5. Support the development of the structure and its adaptation to changes		X	
6. Reinforcement of the Sector's coordination		X	
7. Developing a Charter on the inclusive values of ECES			X
8. Reinforcement of the special education team within the sector	X		
9. Increased parental involvement in the development of the structure			X

Practices 2013-2014

Oral language objectives, tools and equipment related to deafness

Global communication objectives, tools and equipment related to multiple disabilities

- Stationary guidance for deaf children **with or without additional disabilities** and their families in Lausanne
- Speech therapy **combined with** other therapies
- Itinerant educational services **more based on multimodal perception**
- **Reinforced support** within local kindergarten settings
- Thematic conferences with **(new)** partners

Practices 2010-2011	Practices 2013-2014
Oral language objectives, tools and equipment related to deafness	Oral language and global communication objectives, tools and equipment related to multiple disabilities
Stationary guidance for deaf children and families in Lausanne	Stationary guidance for deaf children with or without additional disabilities and their families in Lausanne
Speech therapy	Speech therapy
Other therapies if necessary	Combined therapies
Itinerant educational services	Itinerant educational services increasingly based on multimodal perception
Biannual visit of local kindergarten	Reinforced support to local kindergarten
Integration project « The Bag of Stories »	Integration project « The Bag of Stories »
Thematic conferences with partners	Thematic conferences with (new) partners

Collaborations – Partners

2013-2014

- ENT doctors, experts from our school
- Cochlear implant centers
- A Capella Foundation (cued speech)
- Swiss Federation of deaf people
- **Neuropediatrician of the neurodevelopmental unit CHUV**
- **Care and support unit CHUV**
- **Infancy nurse**
- **Speech therapists of the neurodevelopmental unit CHUV**
- **mobile occupational therapists**

First results

- « Care » is revisited as a holistic concept, enhancing inclusive values even for children with multiple disabilities.
- Providing the best possible early intervention services.
- Important social capital for families seeking to support and accompany their hearing impaired children.

Discussion

- **Care** as a rich set of skills, combining care, responsibility, kindness, help and more ... This ethic is opposed to values and attitudes expressed in ways exemplifying selfishness and self-centeredness, competition and ambition, and even forms of power leading to exploitation.
- **Inclusion** asserts the right of everyone to follow a mainstream education closer to his home in a continuous and adapted schooling.

Bibliographic references

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- Riva-Mossman, S. (2014). Multihandicap : de la nécessité d'une coopération pluridisciplinaire. *Revue suisse de pédagogie spécialisée*, 3, 34-40.