**Accommodations in the Classroom for**

**the Student with “Mild” Hearing Loss**

* + Teacher inservice is important. Provide teacher with [Relationship of Hearing Loss to Listening and Learning Needs – Mild Hearing Loss](http://sifteranderson.com/uploads/Unilateral_hearing_loss.doc) It is also helpful to ask the teacher to wear noise protection ear plugs (purchase at drug stores or hardware stores)or to plug ears with index fingers and demonstrate listening from various parts of the classroom, with and without noise, with back turned and from different seats in the classroom.
	+ Mild hearing loss has more than a mild impact on listening and learning. A child who has not worn hearing aids since infancy can have a 2 year language delay due to limitations overhearing incidental language, like conversations, as well as other children, which is how 80% of vocabulary is learned.
	+ Seating in the first or second row is suggested so the student will be better able to hear the teacher, although preferential seating will NOT substitute for using amplification. A child with a 30 dB hearing loss may perceive only 60% of teacher speech, at 35 dB only 45% and at 40 dB only 30% of speech energy would be audible to the child when listening to the teacher under quiet classroom conditions.
	+ Student should be encouraged to turn in his or her seat to face a classmate who is speaking. Allow child to change seat locations when noise is especially interfering with listening. Allow student to close the classroom door if he/she is bothered by hall noise.
	+ Teacher should summarize key points spoken by classmates so that this information is accessible to the student. Encourage student to turn in his or her seat to face a classmate who is speaking.
	+ Use of a personal FM system to enhance reception of the teacher’s voice is warranted. Pre/post testing with the [Listening Inventory For Education](http://successforkidswithhearingloss.com/tests/life-r) will assist in verifying the student’s benefit of assistive amplification.
	+ Educational monitoring is warranted. Teacher completion of the [Screening Instrument For Targeting Educational Risk](http://successforkidswithhearingloss.com/tests)in October (January) and May will allow the student’s function in the classroom in comparison to peers to be easily monitored.
	+ Students using hearing aids/FM should be involved in regular amplification monitoring including receiving instruction in how to become his/her own ‘Technology Specialist’.
	+ Student will benefit from being in contact with other students who are hard of hearing as a source of mutual support. Facilitated contact through chat rooms, Skype, penpal, or face-to-face formats is needed so that the student does not feel as isolated in the issues faced due to hearing loss and can interact with other students to brainstorm ways to cope with challenging listening and social issues.
	+ Teacher should be aware of the potential impact of hearing loss on social communication skills and behavior, including listening fatigue, and provide support when natural opportunities occur to help the student to fit in and be seen as a valuable group member. Ability to perceive soft/quiet peer interactions is typically very compromised with only 10-25% of the energy of soft speech being audible for the child with a “mild” hearing loss. A mild hearing loss doesn’t have a mild impact!

From <http://successforkidswithhearingloss.com/resources-for-professionals/unilateral-and-mild>