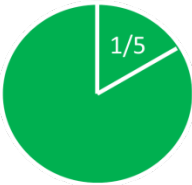


The Developing Child with Unilateral Hearing Loss: POTENTIAL IMPACT ON BEHAVIOR

Potential behavior & social issues  Children with unilateral hearing loss may find it hard to hear directions and soft or distant speech. That can lead to frustration and poor behavior. One out of five children develop behavior or social issues. As children get older they may think that other people are talking about them when they really just did not hear what was said, especially by peers. 	How we learn 'rules of behavior'  Think about it – how did you learn to not touch something that is hot? A parent told you to not touch, showed you what 'hot' meant, and repeated it often. Children need to know the expectations, why it is wrong (hurt, dirty, impolite, mean), and to be praised when they are behaving well. They also can learn by overhearing when another child is scolded or warned.
Learning to behave with 1 ear SCENARIO: <i>The television is on. Marie crawls toward a house plant. Mama tells her not to touch. Marie keeps crawling. Mama tells her not to touch again. Marie pulls the plant. Mama rushes over and tells her she is a bad girl. Marie tuned out in background noise. She had no warning before seeing Mama mad.</i> Children may: • Miss early warnings (<i>don't touch it Marie</i>) • Need more times in which <u>expectations</u> are explained (<i>plants grow in dirt, dirt is messy, plants can be hurt if you pull on them, sometimes leaves are sharp, etc</i>) • Not learn by example as quickly (<i>see another child warned but missed what the child did or said</i>) 	Fair chances to good behavior • Warnings should be given in close, no background noise, when the child is paying attention • If another child is being warned or scolded the reason why should be made clear to the child with one hearing ear • Explain again and again – the why of expectations (<i>this builds language too!</i>) • Make sure your child really heard <i>and understood</i> the warning before you punish 
Those subtle social rules Children in 'rugged listening conditions' often miss subtle social exchanges. A child may hear 2 children close by speaking. When the child looks up he sees the other children looking at him. The child who wasn't able to catch part of what the others were saying may think that he was being talked about. He may feel self-conscious or even angry. Social scenarios should be role-played.	Shaping appropriate behavior • Families working with early intervention teachers learn how to reinforce and shape appropriate behavior while they play and take care of their child during every day activities. • Your early intervention teacher can share interaction strategies with families that may assist in behavior management and result in children who find their world predictable and feel good about themselves. 

SUGGESTED FOR HOME VISIT 3