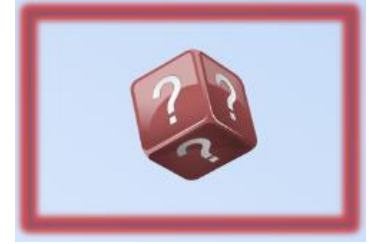


Race to the Brain Game

Hearing Devices and Listening Environments



LISTENING ENVIRONMENTS			
#	Level 1	Level 2	Level 3
1.	Which is easier for you to hear and understand: the teacher at the front of the room talking or the teacher roaming about all parts of the classroom? Why is one so much harder? <i>Teacher talking from the front. When she is roaming I can't see her face. If my FM/DM system isn't working that day, then I can't hear well either.</i>	Name a situation during the school day when it is often difficult for you to hear and understand. Why is it difficult? <i>Group/Partner work. Teacher with back turned. Lunch time. Listening in line. Use the LIFE-R Student Appraisal* to self-identify challenging situations.</i>	Name two situations during the school day when it is often difficult for you to hear and understand. Why is it difficult? <i>Class discussions Group work. Announcements or Assemblies. Talking at lockers or in the hall. Use the LIFE-R Student Appraisal* to self-identify challenging situations.</i>
2.	Why it is helpful to sit close to the person talking. <i>Sound is louder when its closer and there are fewer distracting noises between us.</i>	What makes it hard to understand all of what a classmate says when they answer from across the classroom? <i>They are too far away. When sound travels over distance it gets quieter and noise interferes more.</i>	It is hard to understand all of what classmates says when they answer or ask questions. Why and what could you do? <i>Request that the FM/DM microphone be used. Ask teacher to paraphrase through the microphone. Ask teacher to jot keywords on the board.</i>
3.	If you can hear the difference between the words "cat" and "calf" when you are sitting close to someone in a quiet room, does that mean you can hear them if the room was noisy? <i>No. Speech sounds are harder to hear from a distance and in noise.</i>	In quiet, without watching the talker, how far away can you be and still hear the /SH/ sound? <i>The greater the hearing loss the closer the individual needs to be to the speaker to hear high frequency sounds. Use the ELFLing** procedure to determine this.</i>	If your teacher said cat, cap, cast, calf – would you be able to tell the difference between these words if you were not watching her: At 3 feet? At 6 feet? Across the classroom? <i>Determine using the ELFLing procedure**.</i> Why does your ability to discriminate between these words change?

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4.	You teacher is showing a video in class but it is hard for you to understand. What could you do? Request closed captions. If possible, connect your FM/DM system to the computer Ask to watch the video at home in quiet, BEFORE watching in class.	You teacher often shows videos in class but they can be difficult for you to understand. What are some things that could help you? Request closed captions. If possible, connect your FM/DM system to the computer Ask to watch the video at home in quiet, BEFORE watching in class.	Your teacher turns out the lights and shows a video in class. She talks about the video while it is playing. Why is this hard? She's talking over the speech in the video and I can't see her face to speech read. What would be helpful? Ask the teacher to not talk while the video is playing (pause video and then talk). Request closed captions. If possible, connect your FM/DM system to the computer. Ask to watch the video at home in quiet, BEFORE watching in class.
5.	The door to your classroom is open. Your classroom is close to the gym and groups of noisy students walk by. What could you do? Close the door. Have a seat away from the door.	Name three things that can make a listening environment difficult. Personal response. Generally: distance, noise, reverberation (echo).	Name two things that could improve a poor listening environment. FM/DM system. No talking at the same time; control noise Reduce background noise
6.	There was an announcement and you thought you heard your name but you weren't sure. What could you do? Ask your teacher/friend. Request captioning or written information for announcements.	Your HOH friend quit attending photography club because they could never hear when the meeting dates were over the announcements. What could they do? Request captioning or written information for announcements be posted in a central location.	Announcements are very difficult for you to hear. What is something that might help? Ask adult/peer. Request captioning or written information for announcements be posted in a central location.
7.	List a time when it is difficult to hear a) Your teacher, b) Your friends. Personal response.	What is your most difficult listening situation? What is your easiest listening situation? Personal response.	What is your most difficult listening situation? Why is it difficult? What is your easiest listening situation? Why is it easiest?

	<i>Use the LIFE-R** or CHILD*** checklists with the student to self-identify issues.</i>	<i>Use the LIFE-R** or CHILD*** checklists with the student to self-identify issues.</i>	Personal response. <i>Use the LIFE-R** or CHILD*** checklists to self-identify issues.</i>
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