

CASE STUDY
Summer 2013

Sally (girl) age 12.

- Bilateral 80 dB hearing loss. Aided to 30-35 dB thresholds.
- Hearing aids worn since 3 months of age. Hides aids with hair.
- One other peer (boy) with lesser degree of hearing loss in same grade, but not same class. Only 1 friend who knows she has hearing aids. Speaks with few other peers.

Language: expressive 1.5-2 years delayed; receptive 1-1.5 years delayed; due to these delays, understanding questions posed by the teacher may be challenging as well as participating in fast-paced classroom large- and small-group discussions due to Sally need for additional processing time to not only hear what is being said but to understand and interpret the implications.

| Functional Listening Evaluation | Quiet | Noise |
|-------------------------------------|-------|-------|
| 35 dB (soft speech) watching | 80% | 70% |
| 35 dB (soft speech) not watching | 60% | 40% |
| 50 dB (teacher speech) watching | 90% | 80% |
| 50 dB (teacher speech) not watching | 70% | 60% |

Communication repair: minimal use of addition strategies, similar to a 9 year old. 7% inappropriate responses; primary use of repetition (62%)

Independence: Can insert hearing aids – parent changes batteries; doesn’t report when there is a problem with her hearing aids.

Secondary SIFTER: academics: M, attention: P, communication: F, class participation: F, school behavior: P (P=Pass; M=Marginal; F=Fail)

Reading ability:

- Passage reading fluency: 87 words correct/min. (mid 3rd grade)
- Maze passage: 10 correct replacements per 2.5 minutes (mid 3rd grade)

Comprehending grade-level textbooks and environmental print written beyond a third-grade readability will be difficult without support/accommodations. Demonstrating conceptual understanding on standardized tests written above a third-grade level will also be difficult and will require adaptations in presentation.

| LIFE classroom listening | |
|--|--|
| The more X's the more problem: X = Sometimes difficult; XX = Mostly Difficult; XXX = Always Difficult | |
| | 1. Teacher talking in front of room |
| X X X | 2. Teacher talking with back turned |
| X X | 3. Teacher talking while moving |
| X X X | 4. Student answering during class discussion |
| X X | 5. Hearing and understanding directions |
| X X X | 6. Other students making noise |
| X X | 7. Noise outside of the classroom |
| X | 8. Multimedia (video, computer) |
| | 9. Listening with fan noise on |
| X X X | 10. Simultaneous large and small group |
| X X X | 11. Cooperative small group learning |
| X X | 12. Announcements |
| X X X | 13. Listening in a large room (assembly) |
| X X X | 14. Listening to others when outside |
| X X X | 15. Listening during informal social times |

Academic progress: Sally has difficulty mastering grade-level content due to delays in reading and language; written language scores on CBM tasks indicate an average ability similar to that of a beginning third grader in terms of Total Words Written (TWW) and Correct Word Sequences (CWS). She also demonstrates difficulty following typical classroom routines, e.g., morning meeting, and needs a “listening buddy” to facilitate her participation. In math, she can solve computation problems at a fourth-grade level but displays a lack of problem-solving ability related to word-story and general application problems due to her language and reading delays. Refer to Access to Instruction Checklist for Sally.

What information can you assume about audibility of speech?

QUIET Soft speech (35 dBHL) _____

NOISE Soft speech (35 dBHL) _____

Teacher speech (50 dBHL) _____

Teacher speech (50 dBHL) _____

Accommodations needed to address classroom listening challenges:

What information can you assume about psychosocial development?

| # | Area | How would you assess? | Possible areas of need to address? | Strategies to improve in the classroom? |
|---|--|-----------------------|------------------------------------|---|
| 1 | Self-advocacy | | | |
| 2 | Social/self-concept | | | |
| 3 | Hearing aid independence | | | |
| 4 | Instructional access: assignments | | | |
| 5 | Instructional access: test-taking | | | |
| 6 | Instructional access: instruct. language | | | |

Your group will also be asked to report on the three most valuable pieces of information you learned during the 2-day workshop.

- 1.
- 2.
- 3.