



# Supporting Success

for Children with Hearing Loss

School District  
Deaf/Hard of Hearing Support Services

Date: \_\_\_\_\_

Dear Classroom Teacher,

**You have a student with hearing loss in your classroom.** \_\_\_\_\_ has a hearing loss that impacts the ability to access communication and perform in the educational environment.

**Even the best hearing technology** (hearing aids, cochlear implants, and DM/FM systems) **does NOT restore normal hearing** and cause students to miss bits and pieces of verbal communication. This is especially true when communication is across distance, in the presence of low background noise, when the speaker is facing away from the student, and to understand quiet, fast speech typical of school social interactions. Teachers often have loud, easily heard voices. Even so, **a student with hearing loss presented with words like calf/cap/cast/cat would likely hear only /ca/ if the speaker was further than 3-6 feet away and the face was not visible.** It is likely there will be times when you feel as though the student hears everything, but this will not be the case in a classroom setting.

Students with hearing loss need to take listening breaks due to the fatigue of trying to figure out what is being said when they miss bits and pieces of the message. Therefore, they **may seem to be inattentive or distractible.** The students are often **reluctant to participate** in classroom discussions because they may not have completely heard the question and are afraid of giving an inappropriate response. It is not unusual for a student with good hearing technology to perceive only 2/3 of what a peer says during classroom discussion, especially if the classmate is further than 6 feet away. **Hesitating to start work after directions, requiring information to be repeated, and lags in academic achievement or social awkwardness are all typical of a learner with hearing loss.** Even though students may appear to have learning issues like other special education populations, **these challenges are due to access issues secondary to the hearing loss and NOT learning disorders.** If students can clearly perceive the information, then they are likely to learn at the same rate and to the same level as classmates with typical hearing.

Even with early identification of hearing loss and good intervention, students often have **spotty language** with gaps in typical vocabulary. Do to incomplete speech perception, syntax development and phonological awareness is usually affected. These issues work together **to impact listening and reading comprehension. Social skills** and the ability to recognize the perspective of others are also vulnerable for delays.

Students with hearing loss **do not know what they did not hear because they did not hear it** – yet they are often held accountable for knowing what was said. Due to the fact that students with hearing loss routinely miss or misunderstand communication it is necessary to work with these students to increase their awareness of when these communication breakdowns occur and what they should do to advocate for their listening and learning needs.

**I would like to meet with you to discuss this student's individual needs,** required accommodations, interventions that he will be receiving outside of class, and other aspects of his educational performance. I appreciate your assistance in teaming with me to support a great school year for this student and look forward to our discussions.

Sincerely,

\_\_\_\_\_  
Teacher of the Deaf//Hard of Hearing

Email: \_\_\_\_\_ Phone: \_\_\_\_\_