

Dear Classroom Teacher: You have a student with hearing loss

Each Fall, teachers of the deaf/hard of hearing scramble to contact each of their student's classroom teachers about the impact of hearing loss on educational performance and what the teacher needs to do to accommodate the student's unique learning needs.



Without inservicing the teachers, it is likely that they will believe:

- (1) hearing devices will 'fix' all of the listening issues,
- (2) the student will ask when they missed something or didn't hear completely,
- (3) the student is distractible or inattentive, does not pay attention during class discussion
- (4) the student may have a learning disorder because they don't seem to be able to follow directions and get to work like other students,
- (5) they do not participate equally in group activities, letting their peers do most of the work

Students with hearing loss don't know what they didn't hear because they didn't hear it, yet they are routinely held accountable for information that they never perceived.

A student will not receive equal access to classroom communication unless the teacher is aware of the impact of the hearing loss and what is required to 'level the playing field' for

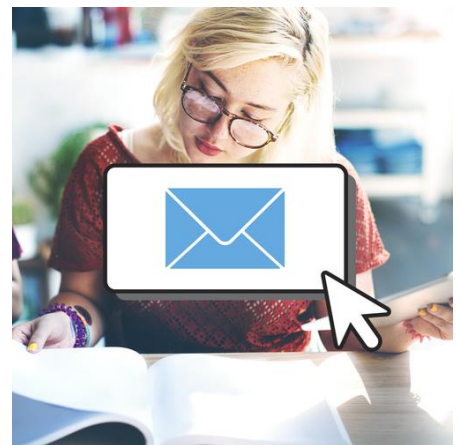
these students.

With sizable caseloads across a number of schools, getting to all of the teachers before the year starts or during the first week of school for a face-to-face meeting can be impossible.

How can the itinerant teacher of the deaf/hard of hearing more effectively contact classroom teachers early in the school year?

INTRODUCE THE STUDENT HEARING ISSUES AND NEEDS VIA EMAIL

- When you send out an email to the teacher, if possible, set it up so that you receive a receipt when the teacher has read the email. This identifies a good window to follow up quickly with the teacher while the information is still fresh in her mind. A lack of a receipt also lets you know those teachers who have not read the information and will need another email contact or personal visit.
- In the email, give the teacher a 'heads up' that you will be contacting her to spend some time talking about the student's needs. An example of this ready-to-go letter has been included: **Dear Classroom Teacher** ([Word](#) / [PDF](#)).
- Once you meet with the teacher, you can further share a general description of the impact of the hearing loss, such as the [Relationship of Hearing Loss to Listening and Learning Needs](#) or the NEW inservice handouts now available (see below).
- Share the [SIFTER](#) checklist the previous year's teacher completed in May, with the new classroom teacher. Include the [LIFE-R](#) results as well if possible. This will prepare the teacher to expect to fill out these checklists about one-month into the school year. Summarize other test results, like the Functional Listening Evaluation, Listening Comprehension Test, or examples from observations of the student in previous classrooms.



- Alternately or additionally, provide a brief description of the results such as: *Through the use of the Listening Inventory For Education checklist, John identified that he has significant difficulty hearing class discussions, social interactions, and communication when there is any noise in the classroom. He is challenged when the teacher moves about the classroom as it prevents him from speechreading, which improves his understanding. Last May, this student's third grade teacher identified that John continues to perform lower academically, has periods of inattention due to listening fatigue, hesitates after directions, and rarely participates during class discussion. Thus, his hearing loss impacts his ability to fully participate and perceive communication in the classroom environment. John has IEP goals related to developing self-advocacy skills as he has identified that he mainly waits for teacher clarification rather than letting the teacher know, or otherwise getting assistance when he does not completely hear class instructions.*
- Some teachers benefit from receiving a link to YouTube videos that describe general information teachers should know when supporting a student with hearing loss in their classroom ([example 1](#), [example 2](#), [example 3](#), [example 4](#), [example 5](#), or search yourself – there are lots of videos available!).
- Alternately, you or your DHH Team can prepare your own brief YouTube videos. Use a private YouTube channel to ensure that no confidentiality questions arise. Develop videos for alike student groups, such as unilateral hearing loss, mild loss with consistent hearing aid use, mild hearing loss with challenging hearing aid use issues, etc. Emphasize educational performance issues (what the teacher will SEE and how it relates to the hearing loss), legal requirements (ADA access, equipment monitoring), and necessary teacher/instructional accommodations.
- Develop a YouTube video that shows what the teacher needs to do to appropriately use and maintain the student's hearing assistance technology.
- Share equipment cheat sheets (example). Tech Talk of the [Teacher Tools e-magazine](#) provides wonderful resources.




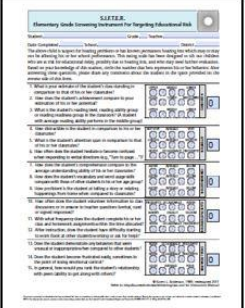

USING THE TEACHER INSERVICE COMBO TO MAKE AN IMPRESSION!

For students who have used hearing aids (consistently) since infancy it is no longer most appropriate to share descriptions of the impact of the hearing loss levels with teachers, as the students are actually functioning based on their hearing ability while aided. Due to consistent aided hearing and in recognition of frequent non-use by students with mild hearing loss, there are four versions of this new inservice handout: 20-25 dB, 25-30 dB, 30-35 dB, and 35-40 dB. For other types and degrees of hearing loss the freely available *Relationship of Hearing Loss to Listening and Learning Needs* still remain relevant.

What makes this new ***Impact of Hearing Loss on Listening, Learning, and Social Interactions*** handout different from the old/free ***Relationship of Hearing Loss to Listening and Learning***?

Teacher Inservice Combo

1. **Impact of Hearing Loss on Listening, Learning, and Social Interactions**
2. **Screening Instruments For Targeting Educational Risk – fillable versions (PS, Elem, Secondary)**
3. **LIFE-R Teacher Appraisal** - computer fillable
4. **Access to Curriculum Inventory (ATCI) for General Education Teacher** – computer fillable
5. **Children with Hearing Loss Miss More Than You Think**
6. **Listening Comprehension Exercise** – Mother's Aprons (improves teacher awareness of impact)
7. **Barriers to Listening** – Visual analogies of listening in noise, reverberation, and distance
8. **Student Listening Challenges – Understanding the Missing Pieces**
9. **Attitude is Caught, Not Taught** (teacher version)
10. **Hearing Aid/Cochlear Implant Monitoring and the Law**
11. **Hearing Aid Monitoring – An Important Daily Activity**
12. **Available Tips for Teachers** (Early Childhood + K-12) Word version

- The sections of possible impact on understanding, possible social/emotional impact, and potential educational accommodations have been thoroughly revised.
- Audibility of speech sounds for soft speech (35 dB), conversational speech (45 dB), and teacher speech (50 dB) have been included. A percent audibility is specified as are missing or audible speech sounds.
- An example of fragmented listening is provided via a paragraph of instructions with parts of speech eliminated based on decreased audibility.
- Possible listening challenges in school have been included, derived from the LIFE-R Student Appraisal. You can either check off the items that the student has identified as challenges or leave them as is to raise awareness of difficult listening situations.
- The footnote contains a check off of important teacher accommodations that you can review to reinforce the necessary accommodations specified in the student's IEP or 504 Plan.
- An instruction sheet has been included with suggestions for use with TODAY'S STUDENTS WITH HEARING LOSS!

Impact of Hearing Loss on Listening, Learning, and Social Interactions		
Child's Name: _____ Gr: _____ School: _____		
<i>Hearing loss is an access issue that often causes significant learning and/or functional performance issues. Classroom and/or instructional accommodations are required. Educational impacts are not due to learning disorder.</i>		
25-30 dB HEARING LOSS (aided or unaided thresholds)		<10 to +15 dB is normal hearing
Possible Impact on the Understanding of Language and Speech	Possible Social/Emotional Impact	Possible Educational Needs for Accommodations and Services
<ul style="list-style-type: none"> Hearing decrease when index fingers are placed in ears is approximately 20-25 dB. A 25-30 dB hearing loss causes greater listening difficulties than this "plugged ear" loss. Hearing aids do not restore normal hearing. The majority of students will only hear at 25-30 dB when using their hearing aids. Can be "seen to hear" but misses fragments of speech, especially when speaker is far away. Doesn't know what wasn't heard because s/he didn't hear it. Degree of difficulty in school will depend upon <u>placement</u> in the classroom. <u>Distance</u> from the speaker, even with hearing aids. Is at high risk to miss unemphasized words and consonants (last, say, eat, can) may all sound alike in the "ca" /"t" and "ad" endings. Missing these sounds can result in difficulties in early reading skills such as letter/sound associations, syntax, vocabulary, speech. Level of need strongly related to intervention before age 3 and consistency of amplification. 	<ul style="list-style-type: none"> Negative impact on self-esteem builds as student is accused of "hearing when they're waiting to," "daydreaming," or "not paying attention." May believe he/she is less capable due to difficulties understanding in class. Ability to pay attention just to the speech signal unlikely to develop, especially when listening in any background noise, causing the school environment to be stressful. Fatigued due to effort needed to listen; can take "listening breaks" that look like attention. Increasing difficulty following fast-paced social interactions, especially in noise without lipreading. 	<ul style="list-style-type: none"> Hearing aids and personal FM/DM system technology are needed for access in all learning environments. Requires seating where other students are visible (i.e. 2nd row or U-shape), away from bright light, with absorbent material within classroom to reduce reverberation (i.e. carpets). Requires direct training in self-advocacy skills if the student is to be a full participant in all class activities. May have "Swiss cheese" language "gaps" (vocabulary, language) that result but narrative language differences requiring special instruction. Level of need for auditory, speech, language, vocabulary development, and support in reading and self-esteem needs to be determined. Need for teacher instruction on the impact of a 25-30 dB hearing loss on listening and learning is necessary.
Audibility of Speech Sounds (scale pieces available for understanding) <small>NOTE: Typically hearing students have 95%+ audibility in all conditions.</small>		
"Soft speech" 35 dB HL Ex: Listening to student respond across class	"Conversational speech" 45 dB HL Ex: Listening to someone talking from 3 feet	"Teacher speech" 50 dB HL Ex: Teacher speaking from 10 or more feet away, represents no FM/DM use
25% audible Missing Sounds f, a, th, p, k, h, c, g, s, ch, ph, ch, l, a, j, m, d, b	65% audible Missing Sounds t, n, sh, p, k, h, c, g, s, ch, ph, ch, l, a, j, m, d, b	81% audible Missing Sounds f, a, th, p, k, h, c, g, s, ch, ph, ch, l, a, j, m, d, b
Possible listening challenges in school? All may be improved with use of FM/DM system	<input type="checkbox"/> Teacher talking with back turned to student <input type="checkbox"/> Listening to students across room during class discussions	<input type="checkbox"/> Understanding directions <input type="checkbox"/> Understanding others during small group work <input type="checkbox"/> Teacher talking with mouth
Accommodations are Mandated by Law. Please implement the indicated items in the Child's Educational Program: <input type="checkbox"/> Seating in optimal auditory location <input type="checkbox"/> Get closer or use FM/DM to hear your voice <input type="checkbox"/> Pre-visit vocabulary <input type="checkbox"/> Repeat visual aids <input type="checkbox"/> Routinely implement a cue to listen <input type="checkbox"/> Slow your speaking rate, pause frequently <input type="checkbox"/> Minimize peers on hearing loss/DM to reduce talking <input type="checkbox"/> Use open-ended comprehension checks <input type="checkbox"/> Repeat key information using different words <input type="checkbox"/> Support from use of phonics/vocabulary (phonics/vocabulary requested) <input type="checkbox"/> Daily recording of use and function of hearing device (monitoring required by IDEA) <input type="checkbox"/> Regular contact with other students with hearing loss <input type="checkbox"/> Periodic educational monitoring such as October and April teacher/student completion of LIFE, LIFE-R, _____ <input type="checkbox"/> Provide access to resources, when and how hearing		
<small>NOTE: All children require full access to teacher instruction and equivalently reduced peer communication to receive appropriate education. Distance, noise in classroom and fragmentation caused by hearing loss prevent full access to spoken instruction. Appropriate acoustic, use of visuals, FM amplification, sign language, captions, assistive tech, increase access to instruction. Students need periodic hearing evaluation, visible amplification checks, and regular monitoring of access to instruction and classroom functions.</small> <small>©2018 Karen Anderson PhD. Teacher manual content for use only by individuals who have purchased these materials, with their own student contact. Supporting Success for Children with Hearing Loss. http://www.successforkidswithhearingloss.com</small>		

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