

Accommodations in the Classroom for the Student with Unilateral Hearing Loss

- Teacher inservice is important. Provide teacher with [Relationship of Hearing Loss to Listening and Learning Needs – Unilateral Hearing Loss](#) It is also helpful to ask the teacher to wear one noise protection ear plug (purchase at drug stores or hardware stores) and demonstrate listening from various parts of the classroom, with and without noise, with back turned and from different seats in the classroom.
- Seating in the rightmost (for good left ear) or leftmost (for good right ear) row is suggested so student's better hearing ear will almost always face the teacher.
- Allow child to change seat locations to direct the normal hearing ear toward the primary speaker and to close the classroom door if he/she is bothered by hall noise.
- Student should be encouraged to turn in his or her seat to face a classmate who is speaking. Teacher should summarize key points spoken by classmates so that this information is accessible to the student.
- Use of a personal FM system to enhance reception of the teacher's voice is usually warranted. The FM is typically placed in the student's better hearing ear. An alternative that is less effective is placement in a classroom with a sound field amplification system (amplifies what the teacher says for the whole class). Pre/post testing with the [Listening Inventory For Education](#) will assist in verifying the student's benefit of assistive amplification.
- Educational monitoring is warranted. Teacher completion of the [Screening Instrument For Targeting Educational Risk](#) in October (January) and May will allow the student's function in the classroom in comparison to peers to be easily monitored.
- If using a hearing aid and/or personal FM, the student should be involved in regular amplification monitoring and should receive instruction in how to become his/her own 'Technology Specialist'.
- Student will benefit from being in contact with other students who have typical hearing in only one ear as a source of mutual support. Facilitated contact through chat rooms, Skype, penpal, or face-to-face formats is strongly suggested so that the student does not feel as isolated and can benefit from brainstorming listening and social issues faced due to unilateral hearing loss.
- Teacher should be aware of the potential impact of unilateral hearing loss on socialization and behavior and provide support when natural opportunities occur to help the student to fit in and be seen as a valuable group member.



From <http://successforkidswithhearingloss.com/resources-for-parents-of-children-with-hearing-loss/unilateral-hearing-loss> also refer to resources at <http://successforkidswithhearingloss.com/resources-for-professionals/unilateral-and-mild>