

## TRANSCRIPT OF VIDEO – CHILDREN WITH HEARING LOSS MISS MORE THAN YOU THINK

Hi, this is Karen Anderson from Supporting Success for Children with Hearing Loss and I want to talk how children with hearing loss really can miss more than you think. Hearing loss is invisible. So it's hard to get across just how much of a challenge it can be for a child with hearing loss in a classroom situation. It's often helpful to use visual analogies, so that's what I want to do with you right now.

Let's think about vision problems. If you have a vision problem, then the print you see is much smaller in a lot of cases and it makes it harder for you to quickly recognize what the word is. So what do we do? Often, we provide glasses that make the word larger, clearer, easier to see without any extra effort. But with hearing loss, the sound is diminished so the child with hearing loss is not going to hear the words as loudly as their peers. Not only that. For most children, even when they do wear hearing aids or a cochlear implant, they still have a challenge hearing all of the speech sounds. Very often they have a hard time picking up word endings, like the difference between the words cat, cap, cast, or calf, especially in a large group listening environment or when the speaker is more than about 3 feet away, those ending sounds are really a challenge to pick up and help to understand the whole word.

By looking at this little teeny word, can you tell what it is? Probably not, so we're going to add a hearing aid and it makes it louder. And yes, hearing aids and other amplification devices, do have some enhancement of speech so it makes it easier for the person with hearing loss to hear all the words but, at this point none of our hearing technology restores hearing loss to normal hearing levels. So there's always added challenge and added effort to fully understand what's being said, especially when a person is in a large group listening environment like a classroom, when the speaker is farther away than 3 feet, and when there's any background noise.

Have you figured out the word yet? Maybe not. Here's a clue! And so as you can see, now that you know what the word is it's not that hard to figure it out. Just like when students hear parts of the word, it's really important to have some visuals or some other helps, some other supports, so that they can be sure to access as fully as their hearing peers.

I'm going to give you another chance at this. Let's use another visual analogy. This is a common children's story. It is a simulation of what it's like to listen with about a 25 decibel hearing loss. Now, normal hearing for children is from -10 dB to +15 dB, so a 25 decibel hearing loss doesn't sound like much, but again, in a classroom setting it can be very challenging when the speaker is any further away than 3 feet. Sometimes those ending sounds get missed and those unemphasized words like the, and the word endings, are often not heard at all.

Look at what this story is. Again, it is a very common children's story. Have you guessed it yet? I'm going to give you a little help. There it is – there's your visual! And now I'm going to tell you what the story is:

*Once upon a time a city mouse went to visit a country mouse. The country mouse lived in a field. He was glad to see his city friend. The two mice ran about the field and played until noon.*

Once again, you were able to see the story, or in the case of the child with hearing loss they're able to hear speech typically. Hard of hearing children using hearing aids or cochlear implants can hear much of the speech that goes on around them but that last bit of understanding can take a great deal of effort. That's where families and educators who really understand this come in so that we can help make sure that they have the amplification devices they need to truly access as much of the speech sound as possible, and the visual supports and other supports needed so that they can truly keep pace with learning as well as their cognitive peers. Hearing loss isn't a learning disorder, it's a communication access issue. So thanks for helping out students with hearing loss.

Presenter: Karen L. Anderson, PhD, Supporting Success for Children with Hearing Loss.

<http://successforkidswithhearingloss.com>. Transcript of

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