

# Impact of Hearing Loss on Listening, Learning, and Social Interactions

Child's Name: \_\_\_\_\_ Gr: \_\_\_\_\_ School: \_\_\_\_\_

**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 a learning disorder.**

<b>25-30 dB HEARING LOSS (aided or unaided thresholds) (-10 to +15 dB is normal hearing)</b>			
<b>Possible Impact on the Understanding of Language and Speech</b>	<b>Possible Social - Emotional Impact</b>	<b>Potential Educational Accommodations and Services</b>	
<ul style="list-style-type: none"> <li>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</li> <li>Hearing aids do not restore normal hearing. The majority of students will only hear at 25-30 dB <b>when using their hearing aids</b></li> <li>Can be 'seen to hear' but misses fragments of speech, <b>especially when speaker is 6+ feet away</b>. Doesn't know what wasn't heard because s/he didn't hear it</li> <li>Degree of difficulty in school will depend upon <u>noise level</u> in the classroom, <u>distance</u> from the speaker, even with hearing aids</li> <li>Is at high risk to miss unemphasized words and consonants (cast, cap, calf, cat may all sound alike – like 'ca'), /s/ and /ed/ endings</li> <li>Missing these sounds can result in difficulties in early reading skills such as letter/sound associations, syntax, vocabulary, speech</li> <li>Level of need strongly related to intervention before age 3 and consistency of amplification</li> </ul>	<ul style="list-style-type: none"> <li>Negative impact on self-esteem builds as student is accused of "hearing when he/she wants to," "daydreaming," or "not paying attention"</li> <li>May believe he/she is less capable due to difficulties understanding in class</li> <li>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</li> <li>Fatigued due to effort needed to listen; can take 'listening breaks' that look like inattention</li> <li>Increasing difficulty following fast-paced social interactions, especially in noise without lipreading</li> </ul>	<ul style="list-style-type: none"> <li>Hearing aids and personal FM/DM system technology are needed for access in all learning environments</li> <li>Requires seating where other students are visible (i.e. 2<sup>nd</sup> row or U-shape), away from bright light, with absorptive material within classroom to reduce reverberation (i.e., carpet)</li> <li>Requires direct training in self-advocacy skills if the student is to be a full participant in all class activities</li> <li>May have 'Swiss cheese' language causing 'average' language test results but narrative language differences requiring special instruction</li> <li>Level of need for auditory, speech, language, vocabulary development, and support in reading and self-esteem needs to be determined</li> <li>Need for teacher inservice on the impact of a 25 – 30 dB hearing loss on listening and learning is necessary</li> </ul>	
<b>Audibility of Speech Sounds</b> (puzzle pieces available for understanding) <b>NOTE:</b> Typically hearing students have 95%+ audibility in all conditions.			<b>Example of listening with 25-30 dB loss</b>
<b>"Soft speech"</b> <b>35 dB HL</b> Ex: listening to student respond across class	<b>"Conversational speech"</b> <b>45 dB HL</b> Ex: listening to someone talking from 3 feet	<b>"Teacher speech"</b> <b>50 dB HL</b> Ex: Teacher speaking from 10 or more feet away, represents no FM/DM used	<b>Write your name and the date on the top left of your paper. Read the first paragraph, answer the odd questions using a pencil. With a blue marker, underline all of the vocabulary words from your math list. Count all of the underlined words and put the total number on the bottom right corner of your paper. Hand it in to me by 2:00.</b>
<b>25% audible</b>	<b>65% audible</b>	<b>81% audible</b>	
Missing Sounds f, s, th, p, k, v, z, g, t, sh, ch, l, a, j, m, d, b	Missing Sounds f, s, th, p, k, v, z, g, t, sh, ch	Missing Sounds f, s, th, t, p, k	
<b>Possible listening challenges in school*</b> <i>All may be improved with use of FM *LIFE-R Results</i>	<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 while moving	<input type="checkbox"/> Understanding others during informal social interactions (usually with background noise) <input type="checkbox"/> Teacher talking in background noise <input type="checkbox"/> Understanding announcements/assemblies

**Accommodations are Mandated by Law. Please Implement the Indicated Items in the Student's Educational Program:**

- Seating for optimal auditory/visual access   
  Get closer or use FM/DM, do not raise your voice   
  Preteach vocabulary   
  Frequent visual aids  
 Routinely implement a cue to listen   
  Slow your speaking rate; pause frequently   
  Inservice peers on hearing loss/aids/FM to reduce bullying  
 Use open-ended comprehension checks   
  Repeat key information using different words   
  Support/train use of self-advocacy (clarification requests)  
 Daily recording of use and function of hearing devices (monitoring required by IDEA)   
  Regular contact with other students with hearing loss  
 Periodic educational monitoring such as October and April teacher/student completion of SIFTER, LIFE-R   
  Ensure access to computer, video and group learning

**NOTE: Per the ADA Law, all students require full access to instruction and peer-to-peer communication to ensure an equal opportunity to achieve like peers**  
 Distance, noise in classroom and fragmentation caused by hearing loss prevent full access to spoken instruction. Appropriate acoustics, use of visuals, FM amplification, sign language, notetakers, captioning, etc. increase access to instruction. Students require routine amplification checks, and regular monitoring of access to instruction and classroom function.

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Supporting Success for Children with Hearing Loss, <http://successforkidswithhearingloss.com>