

Relationship of Hearing Loss to Listening and Learning Needs

16-25 dB HEARING LOSS		
Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> Impact of a hearing loss that is approximately 20 dB can be compared to ability to hear when index fingers are placed in your ears. Child may have difficulty hearing faint or distant speech. At 16 dB student can miss up to 10% of speech signal when teacher is at a distance greater than 3 feet. A 20 dB or greater hearing loss in the better ear can result in absent, inconsistent or distorted parts of speech, especially word endings (s, ed) and unemphasized sounds. Percent of speech signal missed will be greater whenever there is background noise in the classroom, especially in the elementary grades when instruction is primarily verbal and younger children have greater difficulty listening in noise. Young children have the tendency to watch and copy the movements of other students rather than attending to auditorily fragmented teacher directions. 	<ul style="list-style-type: none"> May be unaware of subtle conversational cues which could cause child to be viewed as inappropriate or awkward. May miss portions of fast-paced peer interactions that could begin to have an impact on socialization and self concept. Behavior may be confused for immaturity or inattention. May be more fatigued due to extra effort needed for understanding speech. 	<ul style="list-style-type: none"> Noise in typical classroom environments impede child from having full access to teacher instruction. Will benefit from improved acoustic treatment of classroom and sound-field amplification. Favorable seating necessary. May often have difficulty with sound/letter associations and subtle auditory discrimination skills necessary for reading. May need attention to vocabulary or speech, especially when there has been a long history of middle ear fluid. Depending on loss configuration, may benefit from low power hearing aid with personal FM system. Appropriate medical management necessary for conductive losses. Inservice on impact of "minimal" 16 – 25 dB hearing loss on language development, listening in noise and learning, required for teacher.

Resources:

Starkey's online Hearing Loss Simulator
<http://www.starkey.com/hearing-loss-simulator>

UCSF Children's Communication Center Video Outreach ListenUp! Program for information on how we can make a personalized video for your child on his/her unique hearing loss.
www.ohns.ucsf.edu/listenup

Please Consider Indicated Items in the Child's Educational Program:

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| <input type="checkbox"/> Teacher inservice and seating close to teacher | <input type="checkbox"/> Hearing monitoring at school every ____mos. | <input type="checkbox"/> Amplification monitoring |
| <input type="checkbox"/> Contact your school district's audiologist | <input type="checkbox"/> Protect ears from noise to prevent more loss | <input type="checkbox"/> Educational support services/evaluation |
| <input type="checkbox"/> Screening/evaluation of speech and language | <input type="checkbox"/> Note-taking, closed captioned films, visuals | <input type="checkbox"/> FM system trial period |
| <input type="checkbox"/> Educational consultation/ program supervision by specialist(s) in hearing loss | <input type="checkbox"/> Regular contact with other children who are deaf or hard of hearing | |
| <input type="checkbox"/> Periodic educational monitoring such as October and April teacher/student completion of SIFTER, LIFE | | |

NOTE: All children require full access to teacher instruction and educationally relevant peer communication to receive an appropriate education.

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, communication partners, etc. increase access to instruction. Needs periodic hearing evaluation, rigorous amplification checks, and regular monitoring of access to instruction and classroom function (monitoring tools at www.SIFTERanderson.com).