## FLUCTUATING HEARING LOSS

<table>
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<th>Possible Impact on the Understanding of Language and Speech</th>
<th>Possible Social Impact</th>
<th>Potential Educational Accommodations and Services</th>
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<tr>
<td>- Of greatest concern are children who have experienced hearing fluctuations over many months in early childhood (multiple episodes with fluid lasting three months or longer).</td>
<td>- Barriers begin to build with negative impact on self esteem as the child is accused of &quot;hearing when he/she wants to,&quot; &quot;daydreaming,&quot; or &quot;not paying attention.&quot;</td>
<td>- Impact is primarily on acquisition of early reading skills and attention in class.</td>
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<td>- Listening with a hearing loss that is approximately 20 dB can be compared to hearing when index fingers are placed in ears.</td>
<td>- Child may believe he/she is less capable due to understanding difficulties in class.</td>
<td>- Will benefit from sound-field FM or an assistive listening device in class.</td>
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<td>- This loss or worse is typical of listening with fluid or infection behind the eardrums.</td>
<td>- Typically poor at identifying changes in own hearing ability. With inconsistent hearing, the child learns to &quot;tune out&quot; the speech signal.</td>
<td>- May need attention to development of speech, reading, self esteem, or listening skills.</td>
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<td>- Child can &quot;hear&quot; but misses fragments of what is said. Degree of difficulty experienced in school will depend upon the classroom noise level, the distance from the teacher and the current degree of hearing loss.</td>
<td>- Children are judged to have greater attention problems, insecurity, distractibility and lack self esteem.</td>
<td>- Teacher inservice is beneficial.</td>
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<td>- At 30 dB can miss 25-40% of the speech signal.</td>
<td>- Tend to be non-participative and distract themselves from classroom tasks; often socially immature.</td>
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<td>- A child with a 40 dB loss associated with &quot;glue ear&quot; may miss 50% of class discussions, especially when voices are faint or speaker is not in line of vision.</td>
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<td>- Child with this degree of hearing loss will frequently miss unstressed words, consonants and word endings.</td>
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### Resources:

Starkey's online 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](http://www.ohns.ucsf.edu/listenup)

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

- Teacher inservice and seating close to teacher
- Hearing monitoring at school every ____mos.
- Amplification monitoring
- Contact your school district's audiologist
- Protect ears from noise to prevent more loss
- Educational support services/evaluation
- Screening/evaluation of speech and language
- Note-taking, closed captioned films, visuals
- FM system trial period
- Educational consultation/ program supervision by specialist(s) in hearing loss
- Regular contact with other children who are deaf or hard of hearing
- 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](http://www.SIFTERanderson.com)).