

Relationship of Hearing Loss to Listening and Learning Needs

Child's Name: _____ Date: _____

HIGH FREQUENCY 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"> • Child can "hear" but can miss important fragments of speech. • Even a 26 – 40 dB loss in high frequency hearing may cause the child to miss 20%-30% of vital speech information if unamplified. • Consonant sounds t, s, f, th, k, sh, ch likely heard inconsistently, especially in the presence of noise. • May have difficulty understanding faint or distant speech, such as a student with a quiet voice speaking from across the classroom and will have much greater difficulty understanding speech when in low background noise and/or reverberation is present. • Many of the critical sounds for understanding speech are high pitched, quiet sounds, making them difficult to perceive; the words: cat, cap, calf, cast could be perceived as "ca," word endings, possessives, plurals and unstressed brief words are difficult to perceive and understand. • Speech production may be affected. • Use of amplification often indicated to learn language at a typical rate and ease learning. 	<ul style="list-style-type: none"> • May be accused of selective hearing due to discrepancies in speech understanding in quiet versus noise. • Social problems may arise as child experiences difficulty understanding in noisy cooperative learning situations, lunch or recess. • May misinterpret peer conversations. • Child may be fatigued in classroom due to greater listening effort. • May appear inattentive, distractible or frustrated. • Could affect self concept. 	<ul style="list-style-type: none"> • Student is at risk for educational difficulties. • Depending upon onset, degree and configuration of loss, child may experience delayed language and syntax development and articulation problems. • Possible difficulty learning some sound/letter associations in kindergarten and 1st grade classes. • Early evaluation of speech and language skills is suggested. • Educational monitoring and teacher inservice is warranted. • Will typically benefit from personal hearing aids and use of a sound-field or a personal FM system in the classroom. • Use of ear protection in noisy situations is imperative to prevent damage to inner ear structures and resulting progression of the hearing loss.

Comments:

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

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| _____ 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).