

Relationship of Hearing Loss to Listening and Learning Needs

Child's Name: _____ Date: _____

MID-FREQUENCY HEARING LOSS or REVERSE SLOPE 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" whenever speech is present but will have difficulty understanding in certain situations. • May have difficulty understanding faint or distant speech, such as a student with a quiet voice speaking from across the classroom. • The "cookie bite" or reverse slope listener will have greater difficulty understanding speech when environment is noisy and/or reverberant, such as a typical classroom setting. • A 25 – 40 dB degree of loss in the low to mid-frequency range may cause the child to miss approximately 30% of speech information, if unamplified; some consonant and vowel sounds may be heard inconsistently, especially when background noise is present. • Speech production of these sounds may be affected. 	<ul style="list-style-type: none"> • Child may be accused of selective hearing or "hearing when he wants to" 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 misconstrue peer conversations, believing that other children are talking about him or her. • Child may be more fatigued in classroom setting due to greater effort needed to listen. • May appear inattentive, distractible or frustrated. 	<ul style="list-style-type: none"> • Personal hearing aids important but must be precisely fit to hearing loss. • Child likely to benefit from a sound-field FM system, a personal FM system or assistive listening device in the classroom. • Student is at risk for educational difficulties. • Can experience some difficulty learning sound/letter associations in kindergarten and 1st grade classes. • Depending upon degree and configuration of loss, child may experience delayed language development and articulation problems. • Educational monitoring and teacher inservice warranted. • Annual hearing evaluation to monitor for hearing loss progression is important.

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).