

Relationship of Hearing Loss to Listening and Learning Needs

Child's Name: _____ Date: _____

UNILATERAL 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 have difficulty understanding in certain situations, such as hearing faint or distant speech, especially if poor ear is aimed toward the person speaking. • Will typically have difficulty localizing sounds and voices using hearing alone. • The unilateral listener will have greater difficulty understanding speech when environment is noisy and/or reverberant, especially when normal ear is towards the overhead projector or other competing sound source and poor hearing ear is towards the teacher. • Exhibits difficulty detecting or understanding soft speech from the side of the poor hearing ear, especially in a group discussion. 	<ul style="list-style-type: none"> • Child 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, or recess situations. • May misconstrue peer conversations and feel rejected or ridiculed. • Child may be more fatigued in classroom due to greater effort needed to listen, if class is noisy or has poor acoustics. • May appear inattentive, distractible or frustrated, with behavior or social problems sometimes evident. 	<ul style="list-style-type: none"> • Allow child to change seat locations to direct the normal hearing ear toward the primary speaker. • Student is at 10 times the risk for educational difficulties as children with 2 normal hearing ears and 1/3 to 1/2 of students with unilateral hearing loss experience significant learning problems. • Children often have difficulty learning sound/letter associations in typically noisy kindergarten and grade 1 settings. • Educational and audiological monitoring is warranted. • Teacher inservice is beneficial. • Typically will benefit from a personal FM system with low gain/power or a sound-field FM system in the classroom, especially in the lower grades. • Depending on the hearing loss, may benefit from a hearing aid in the impaired ear.

Comments:

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).