

HEARING IMPAIRMENT



DEFINITIONS:

“Deaf” means a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, without amplification, which adversely affects educational performance.

“Hard of Hearing” means a hearing impairment, whether permanent or fluctuating, which adversely affects a student’s educational performance but which is not included under the above definition of deaf.

Degrees of hearing loss and difficulty understanding speech/levels of loudness

Slight - conductive loss	27-40 dB	Faint speech is difficult to understand
Mild - use of hearing aid	41-55 dB	Normal speech
Marked/Moderate	56-70 dB	Loud speech
Severe - sensory-neural loss	71-90 dB	Shouted speech
Profound - use of signing	>90 dB	Any speech, even amplified

BEHAVIORAL CHARACTERISTICS OF HEARING IMPAIRED INDIVIDUALS:

- Lack of attention
- Uses gestures
- Works best in small groups
- Acts out
- Preoccupied with things, not people
- Responds to noises instead of words
- Turns or cocks head
- Lack of speech development
- Monotone quality in voice
- Difficulty in following directions
- Imitates others
- Reluctant to participate orally

"Motor Characteristics"

May have a balance problems may in turn cause developmental delays and motor ability delays. These balance problems occur as a result of vestibular damage, not deafness.

May have a difficulty of motor speed (i.e., the time it takes the child to process information and complete a motor act).

TEACHING TIPS:

- Position yourself where the student with the hearing impairment can see your lips and maintain eye contact; do not turn your back on the student and talk.
- When outdoors, position yourself so that you face the sun rather than the student.
- Use visual attention-getters (i.e., bright cones, jersey flags).
- Provide adequate lighting in the teaching environment.
- Encourage the use of what hearing the student may have.
- Coordinate communication methods (oral, sign, total communication) with your school.
- Learn some basic signs and use them during instruction.
- Refrain from having long lines and circle formations when giving information.
- Demonstrate or have a student demonstrate.
- Stand still while giving instructions and keep instructions simple and direct.
- Select activities that allow the student to be actively involved throughout.
- Familiarize the student with a hearing impairment with rules and strategies of a game before introducing the activity to the rest of the class.
- Provide safe place for hearing aids in aquatics and contact sports.
- Use handouts and chalkboard for learning environment.
- Talk to individual, not to interpreter.

Information on this sheet contains only suggested guidelines. Each student must be considered individually, and in many cases, a physician's written consent should be obtained.