

Educational Implications continued

- Use other students to take notes, pass along directions, and clarify ideas. If you always do these tasks yourself, the opportunity for more peer interaction is reduced.
- Make accommodations for oral instruction-present information in written form to the student, demonstrate or give hands-on – instruction, provide visual representations, etc.
- Encourage and facilitate interaction between the student with a hearing impairment and his or her classmates
- Provide feedback to the student on inappropriate noises or voice volume, interrupting, etc.

Resources

Sarkees-Wircenski, M., and Scott, J. L. (1995). *Vocational special needs*. Homewood, IL: American Technical Publishers, Inc.

American Hearing Research Foundation

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National Institute on Deafness and Other Communications Disorders

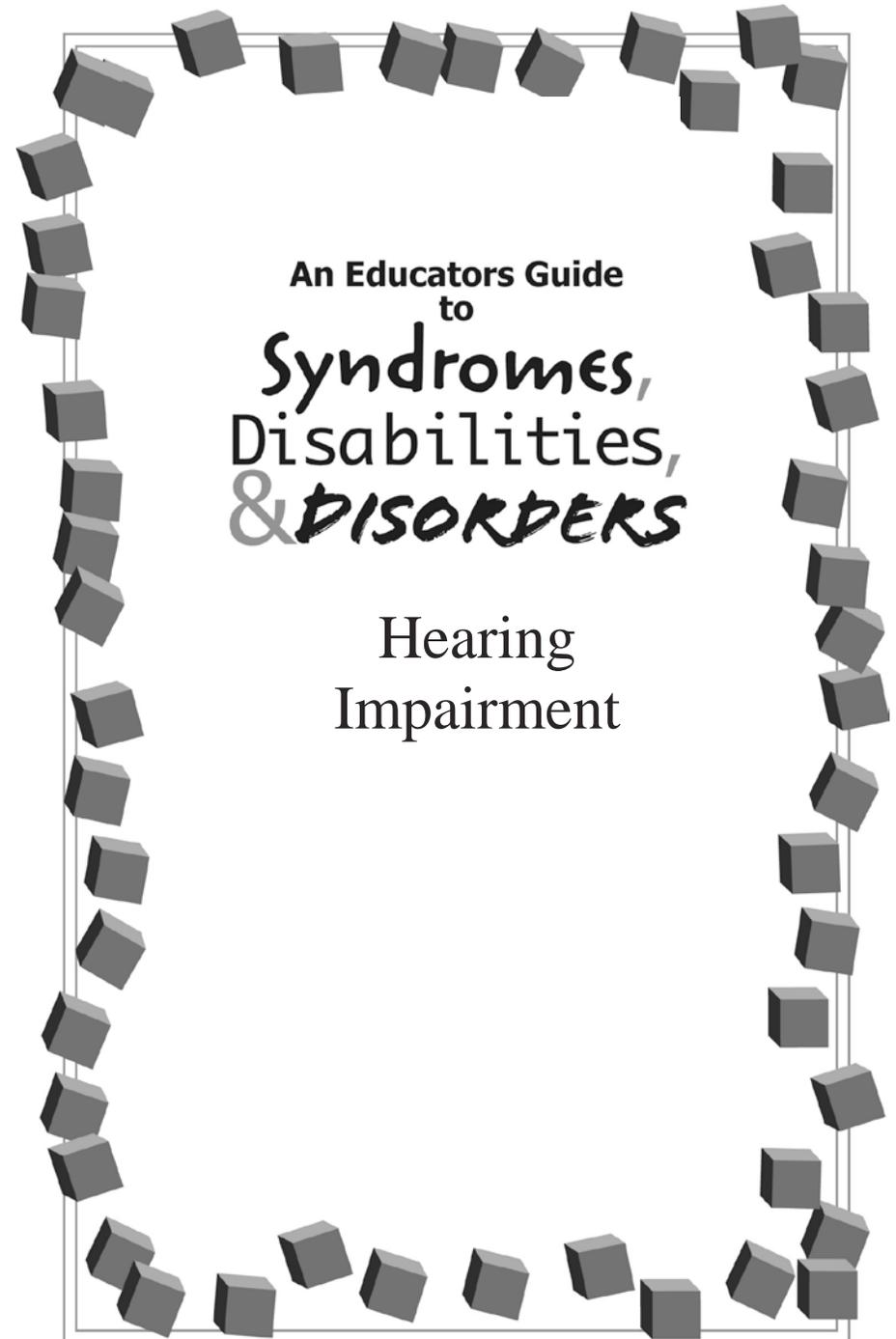
<http://www.nidcd.nih.gov>

[Specialist Library for ENT and Audiology](#) High quality research and patient information on audiology and hearing impairment

<http://www.audiology.org> American Academy of Audiology (AAA)

[National Association of the Deaf](#). The NAD protects deaf and hard of hearing civil rights.

[Hard of Hearing Advocates](#) Non-profit foundation dedicated to helping those with hearing loss



Symptoms or Behaviors

The area of Hearing Impairments covers a wide range of student of student disability. In this case, it is related to the lack of ability to hear sounds and discern clarity, ranging from a slight hearing loss to deafness. Hearing impairments usually result in communication problems.

- For a student with a conductive hearing loss (a problem with the volume), hearing aids can help the student hear more, but do not necessarily give the student normal hearing
- Depending on the onset and the severity of the hearing impairment, the student's language and speech may be negatively affected.
- A student with a hearing impairment may use sign language or rely on speech reading (understanding another person by watching the lips and face) to communicate with others.
- Reading and writing skills may be below expected ability. Sentence structure and word order (syntax) are difficult to master for students with hearing impairments
- Because of communication difficulties, social interaction with peers may be an area of concern
- Some students with hearing impairments talk too loudly or too softly, often interrupt others, or make unintentional noises.

Instructional Strategies and Classroom Accommodations

- Allow preferential seating
- Try to reduce background noises

- If a hearing aid has been prescribed, the student should wear it all times, unless you are told otherwise
- Help the student learn to care for specialized equipment, such as hearing aids and auditory trainers (teacher/para wears a portable microphone which transmits what is said directly to the student's hearing aid).
- Provide previews of vocabulary words or concepts that will be presented during class instruction.
- Get the student's attention before talking or giving instructions.
- Be sure to face the student when talking or instructing. Don't move around when talking or instructing, and don't stand in front of a light or window.
- Facial obstructions such as fancy hair styles, facial hair, coffee cups, books and lots of jewelry are distracting to a student trying to speech read. Keep your face free of obstructions.
- Don't exaggerate lip movements or slow down or speed up your speech rate. Use complete sentences when you talk.
- Provide visual aids whenever possible