Relationship of Hearing Loss to Listening and Learning Needs

Child's Name:_____ **Date:**_____

26-40 dB HEARING LOSS

Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
• Effect of a hearing loss of approximately 20 dB can be compared to ability to hear when index fingers are placed in ears. • A 26 – 40 dB hearing loss causes greater listening difficulties than a "plugged ear" loss. • Child can "hear" but misses fragments of speech leading to misunderstanding. • Degree of difficulty experienced in school will depend upon noise level in the classroom, distance from the teacher, and configuration of the hearing loss, even with hearing aids. • At 30 dB can miss 25-40% of the speech signal. • At 40 dB may miss 50% of class discussions, especially when voices are faint or speaker is not in line of vision. • Will miss unemphasized words and consonants, especially when a high frequency hearing loss is present. • Often experiences difficulty learning early reading skills such as letter/sound associations. • Child's ability to understand and succeed in the classroom will be substantially diminished by speaker distance and background noise, especially in the elementary grades.	• Barriers begin to build with negative impact on self-esteem as child is accused of "hearing when he/she wants to," "daydreaming," or "not paying attention." • May believe he/she is less capable due to difficulties understanding in class. • Child begins to lose ability for selective listening, and has increasing difficulty suppressing background noise causing the learning environment to be more stressful. • Child is more fatigued due to effort needed to listen.	• Noise in typical class will impede child from full access to teacher instruction. • Will benefit from hearing aid(s) and use of a desk top or ear level FM system in the classroom. • Needs favorable acoustics, seating and lighting. • May need attention to auditory skills, speech, language development,speechreading and/or support in reading and self-esteem. • Amount of attention needed typically related to the degree of success of intervention prior to 6 months of age to prevent language and early learning delays. • Teacher inservice on impact of a 26 – 40 dB hearing loss on listening and learning to convey that it is often greater than expected.

Comments:

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

_____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).