







Getting to Know Your Student with Hearing Loss

[My Name]

Soundbridge Consulting Teacher

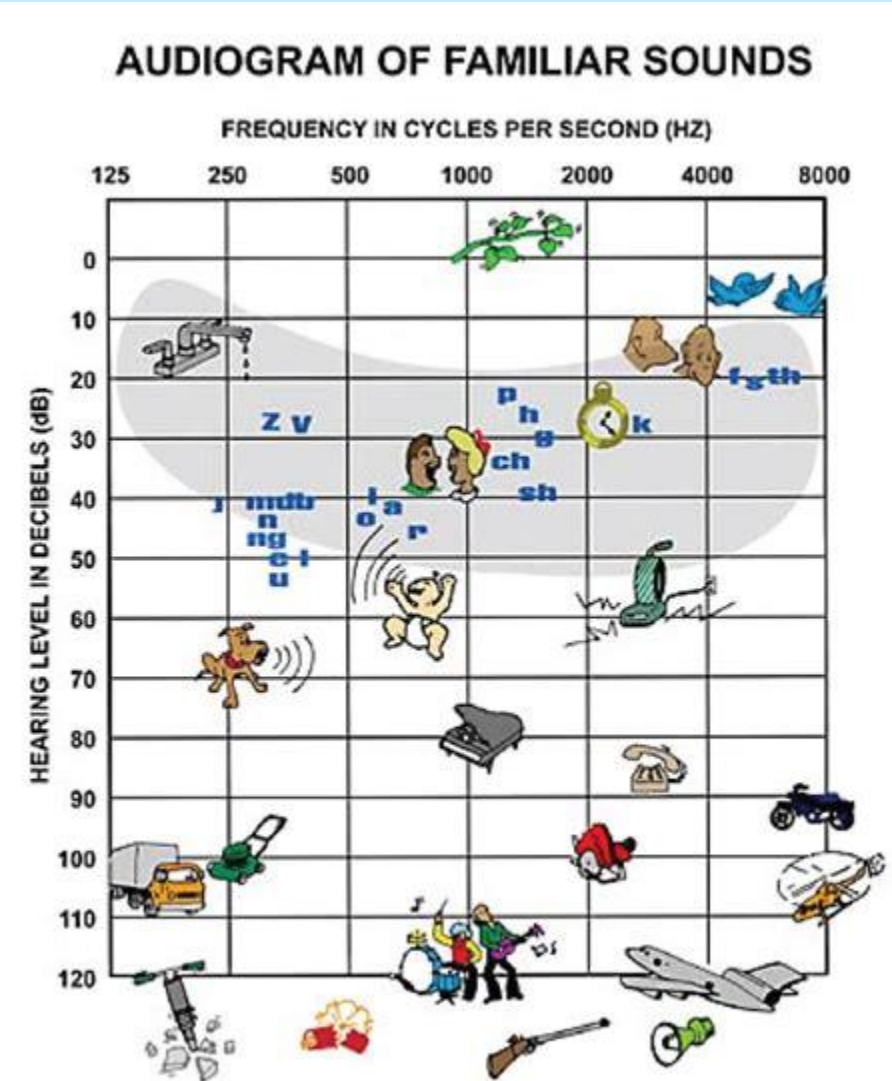


Presentation Content

- Hearing Loss Explanation
 - Characteristics of Students with Hearing Loss
 - The Purpose of the FM system
 - Using the FM system
 - Classroom Modifications
 - Teaching Accommodations
 - Role of the Teacher of the Hearing Impaired
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Hearing Loss Explanation

- Hearing loss is a loss of loudness and a loss of clarity
- Hearing loss can be:
 - Unilateral or bilateral
 - Sensorineural or conductive
 - Slight, mild, moderate, moderately severe, severe, or profound
- [Student] has a bilateral sensorineural hearing loss
 - Left – normal sloping to moderately-severe, rising to normal at 6000Hz, dropping to slight at 8000 Hz
 - Right – slight sloping to moderately severe







Auditory Neuropathy Spectrum Disorder (ANSD)

- Normal or near normal cochlea function, with absent or abnormal function of the auditory nerve
 - The outer, middle, and inner ear may function normally, but the auditory nerve does not consistently send auditory messages to the brain
 - Auditory abilities are unpredictable and variable (day to day, temperature changes)
 - Symptoms can be mild to severe
 - Can “hear” sounds, but may not be able to determine what the sounds are
 - All sounds seem the same
 - Constant static/white noise
 - “If you’ve seen one child with ANSD, you’ve seen one child with ANSD”
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Characteristics of Students with Hearing Loss

Students will...

- miss information when background noise is present and may not know they missed it
 - require frequent checks for understanding
 - “What were the directions?” or “What are you supposed to be doing?”
 - lack “incidental learning” (overhearing information)
 - need more repetition compared to peers with typical hearing
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Keep in mind student listening fatigue



The Purpose of the FM system

- Consistent signal between the teacher and the student
- Distance
- Classroom noise
- Reverberation



Transmitters
Inspiro



Receiver
MyLink+

Using the FM system

- Always use the FM and pass around during small group
- Keep microphone 6-8" from mouth
- Hand the microphone to the speaker
- Avoid bulky jewelry and scarves
- Mute when speaking to another student/teacher
- Remove when you are in the bathroom
- Use a patch/aux cord when using a computer/television
- Both the transmitter and receivers need to be used



How to wear the FM System

...or around the neck
by using the lavalier

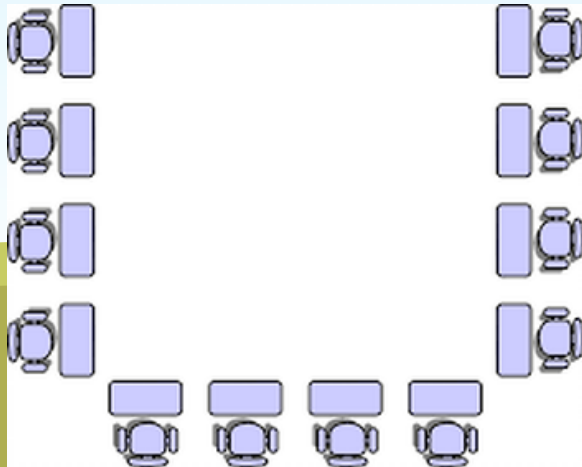
The FM System can either
be worn on the belt
by using the clip...

...or around the neck
by using the lavalier







Classroom Modifications

- Use preferential seating (right ear to teacher/students) or horseshoe arrangement for best visual access
- Be aware of noise sources
 - (HVAC system, air conditioning vent, hallway door, legs of chairs, etc.)
- Keep classroom door closed as practical
- Be conscious of classroom lighting










Teaching Accommodations

- Repeat student comments and questions
 - Use visuals, concrete examples and write key terms/assignments on the board
 - Make sure student has eyes on the speaker
 - Ask student questions for understanding
 - Explain figurative language used in class (idioms, similes, hyperboles, etc.)
 - Speak naturally, use acoustic highlighting
 - Wear FM microphone appropriately and face the class when speaking
 - Use captions when showing a video
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Role of the Teacher of the Hearing Impaired

- Provide direct instruction to promote development of self-advocacy skills
 - Working with [Student] 45 minutes/month
 - Consult with the team / answer questions about hearing loss and amplification equipment
 - Monitor hearing technology or provide loaner FM equipment
 - Model presentation techniques
 - Inform school team and parents on student progress
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