

All About (student's name)

Teacher In-Service

By (student's name and TOD's name)

(Add picture of student)

# Agenda

- My role as the Teacher of the Deaf and Hard of Hearing
- How does hearing work-The auditory pathway
- (Name's) audiogram and hearing loss
- About (name)
- (Name's) equipment
- (Name's) accommodations & services
- Resources
- Contact information

# My Role as the Teacher of the Deaf and Hard of Hearing

- I work collaboratively with the school based team, student, and family-attend planning, consult, progress and review meetings.
- I have expertise and in depth knowledge of hearing loss/deafness and its impact on academic, social/emotional, literacy and language dev (expressive, receptive, and pragmatic) in educational setting.
- I work directly with student in pull out or push in model.
- I observe student in different learning environments and settings.
- I am trained to adapt or modify curriculum to meet specialized needs of individual student.
- I target IEP goals and objectives with hearing loss in mind.
- I assess learning environments to see if student have full access.
- I anticipate potential social/emotional and academic challenges and address them proactively.

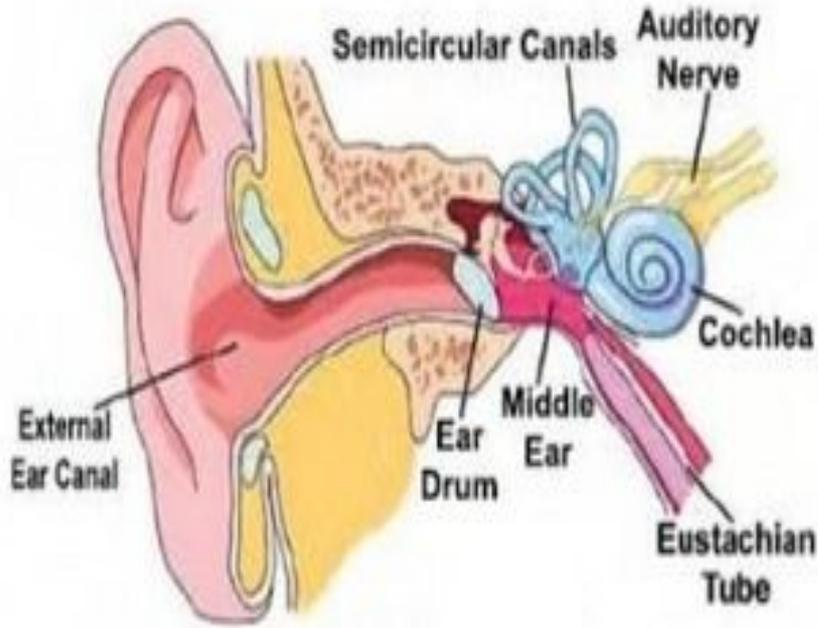
## (cont'd) My Role:

- I assess, teach, and model age appropriate levels of independence with self-advocacy skills/strategies needed in relationship to hearing loss.
- I provide ongoing tracking and continued development of auditory skills, active listening strategies, and self advocacy development.
- I monitor, test, set up, and observe hearing assistive technology used by student (hearing aids, cochlear implants, DM technology, closed captioning, audio access, etc) to maximize use and offer suggestions.
- I provide training and in services to staff/team (working with student).
- I conduct informal/formal testing for ongoing assessment of skill development.
- I preview, review, and reteach academic materials.

## (cont'd) My Role:

- I provide direct teaching in areas student may miss due to limitations/lack of access to incidental listening and learning.
- I directly teach and reinforce higher-level receptive and expressive language skills (to be based on student's current level of performance-can include the use of full, compound and complex sentences, increased academic and social vocabulary, expand background knowledge of curriculum based topics, use of multiple meanings, idiomatic figurative, and abstract language, age appropriate communication breakdown and repair strategies, etc).
- I reinforce appropriate voice volume, tone and articulation.

# How Does Hearing Work: The Auditory Pathway



1. Sounds enter the ear canal and travel to the eardrum.
2. These sound waves cause the eardrum to vibrate, sending the bones in the middle ear into motion.
3. Over 25,000 tiny hair cells inside the inner ear (cochlea) convert this motion into electric impulses/signals to hear the varying degrees of sound.
4. These impulses/signals go through the hearing (auditory) nerve to the brain, the brain interprets the impulses/signals as sound, and gives meaning to the information.

If any part of the outer, middle or inner ear isn't working properly, hearing may be affected.

# What is hearing loss?

- When there is a problem with one or more parts of the ear or ears, or the nerves in the ears.
- Something is not working correctly or as well as it could.
- Someone who has hearing loss might be able to hear some sounds or nothing at all.
- People also may use the words deaf, deafness, or hard of hearing when they're talking about hearing loss.
- About 3 in 1,000 babies are born with hearing loss, making it the most common birth defect.
- You cannot see a hearing loss which makes it invisible.
- **Conductive hearing loss** happens when there is a problem with a part of the outer or middle ear that is blocking sound from going to the inner ear. This type of hearing loss is usually mild and temporary because in most cases medical treatment can help. Ex. Fluid

## (cont'd) What is hearing loss:

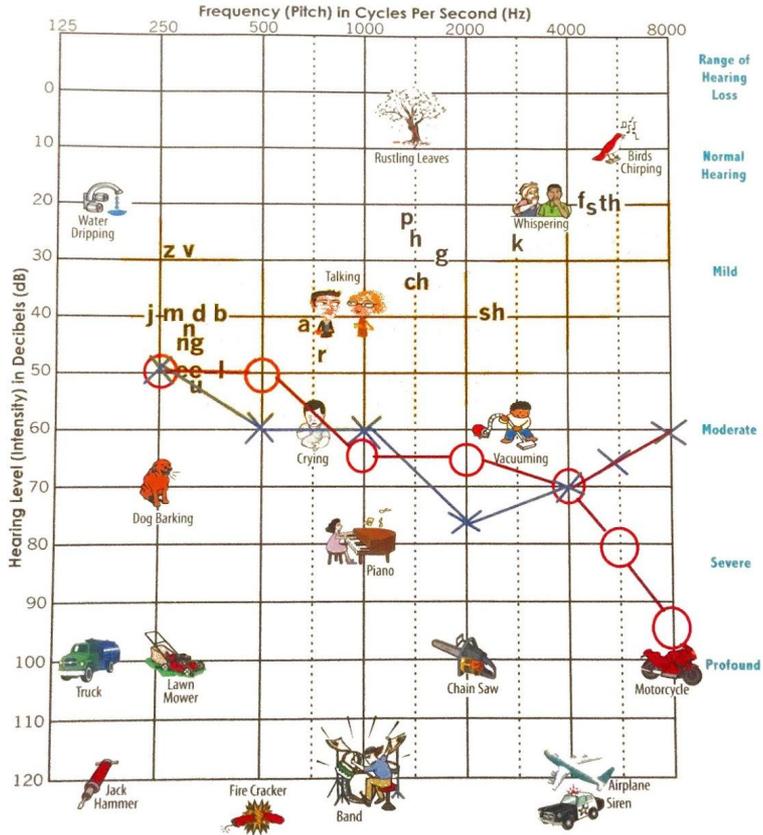
- **Sensorineural hearing loss** happens when there is a problem in the inner ear or with the connection from the inner ear to the brain. This can happen when the tiny hair cells in the cochlea are damaged or destroyed. Depending on the loss, a child might hear most sounds (although they would be muffled), hear in quiet but not in noise, hear only some sounds, or hear no sounds at all. Sensorineural hearing loss is almost always permanent and a child's ability to talk normally may be affected.

## Audiogram of (Name's) hearing loss

### **\*See copied audiogram**

(Name) has a bilateral (both ears) sensorineural (permanent nerve damage) hearing loss. Moderate to profound loss in the right ear. Moderate in the left ear. Wearing both hearing aids, she has a word recognition score of 92% in an ideal listening situation (in quiet with no background noise, near the speaker, with no ear fluid or head cold, and with hearing aids that are working properly).

## Audiogram of Familiar Sounds

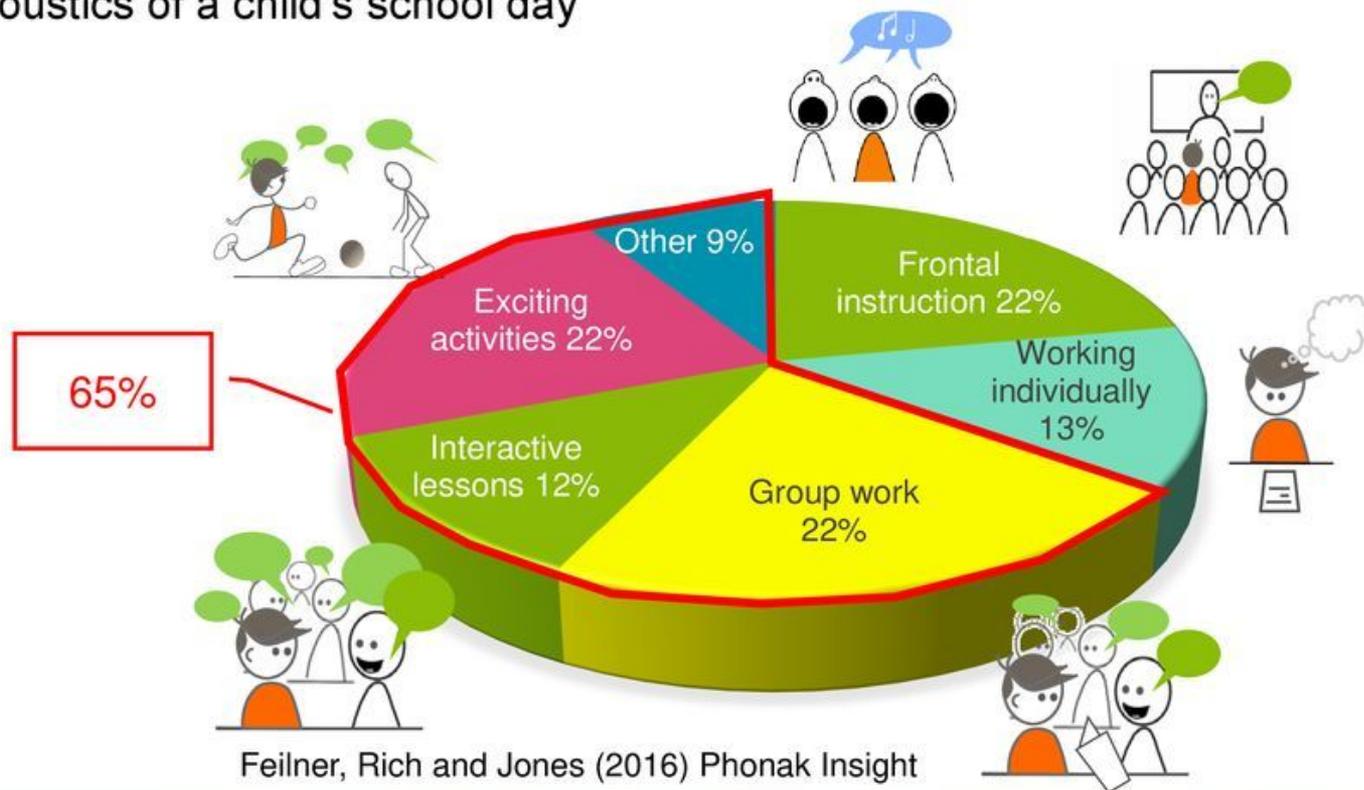


Adapted from: American Academy of Audiology, www.audiology.org and Northern, J. & Downs, M. (2002) Audiogram of familiar sounds; and Ling, D. & Ling, A (1978) Aural Habilitation

## About (Name)

Hi there, my name is (name) (but most of you already knew that). The reason why I'm presenting this is so that I can let you know that I have hearing loss. Now, let's just leave it at that and carry on with life. Fine. You win. I'll tell you more. You see, my hearing loss is, according to Ms (name), a bilateral (in both ears) moderate to severe hearing loss (as you just saw in my audiogram). But you might be wondering exactly how I got this hearing loss. Well, I was born with something in my liver (to this day, I'm not sure exactly what it was. For all I know, it could have been a coin). Well, the doctors managed to get it out. I was given antibiotics (a medication drug), which was injected through my wrist. The side effect of the antibiotics is what cost me my hearing. The name of what caused my hearing loss is Ototoxicity (Whew, that was a mouthful).

## Acoustics of a child's school day



So, all that is fine and everything, but I'd like to tell you about my

## Equipment:

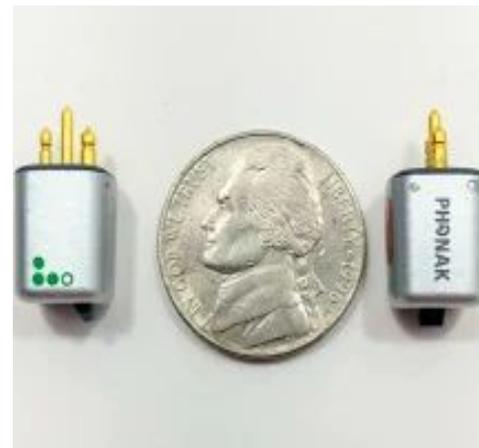
- **DM system** - the teacher wears it around his/her neck (show how strap adjusts), 5-7 inches from their mouth (show L with finger and thumb); I use it for every class. I hand it to the teacher at the start and then take it back at the end. I had a signal last year - holding up my index finger to let you know that the DM system needs to be muted/unmuted.
- **Pass microphone** - the kids use it to individually speak in a group setting when I need to hear. I will pass it to them. However, I won't need this for classes such as gym or music.
  - The students/teachers should hold it close to their mouth, but not so close that you could swallow it, choke on it, and die(come to think of it, those things should come with a warning).

## (cont'd equipment)

-A small green light around the mic will light up to tell the user that it is picking up their voice.

- **Audio cord** - needed for some Chromebook activities such as watching a video or taking assessments/tests. The teacher can also connect the DM system to the Smartboard with the cord, but if it cannot be connected, it will also work by putting the DM system near/next to the Smartboard speaker.
- **Hearing Aids** - I always wear my hearing aids. I know how to change my batteries (which I keep in my bag) when they die and I keep my hearing aids in good working order.

# Pictures of (Name's) Equipment:



## Roger Touchscreen Mic hardware



## (Name's) Accommodations:

Now it's about time I tell you what should go on in the actual classroom so that I can hear as much information as possible while not having to work so hard just to hear. I have many accommodations and things that can help me out. These include:

- Closing the door/window(the wind from outside is loud, as well as footsteps from the hallway).
- Helping me to remember not to be seated next to a loud fan/air conditioner/pencil sharpener/heater.
- Preferential seating where I can see and hear everything that is going on(in other words, somewhere in the middle).
- Placing tennis balls on the bottoms of chair legs(the loud squeaky noise from pushing in/pulling out chairs makes my ears hurt).
- In small groups of 3 or 4, it would be better for me to work in a quieter setting (i.e the hallway).

## (cont'd Accommodations)

- This isn't so much as an accommodation as it is a requirement, but all videos/movies played during class should be put on closed captions, because sometimes I can't understand what the speaker is saying in videos/movies. A bit off - topic, but I also rely a large amount on reading lips. This requires me to be looking at the person's face when he/she is speaking. This also means that I need the DM system to be working nicely so that I can hear the speaker clearly. Anyway, onto the next accommodation.
- Now, you might have heard about this, but I'll be reading the notes before class even starts. How? I'll get the notes ahead of time so I know what the topic in class is going to be so that I don't have to struggle with trying to understand and listen to what the teacher/student is talking about.

## (cont'd Accommodations)

- During the lesson, check for comprehension - some signs that I'm not really listening to look for are staring off into space, distracting myself(usually with my hands), etc. If you see me doing any of these things, please talk louder and more clearly, and check to make sure.
- It's helpful if you gain my attention first before you talk to me so I know you're talking to me in a group(preferably by saying my name).
- Visuals are pretty helpful for me, because if I don't hear it, I see it.

**Services:** (Name) goes to speech 1x a week to work on social skills. As her TOD, I work with her in her classes 3 hours a week. We work on improving her self-advocacy skills and social skills. She prefers to "have her nose in a book". I encourage her to interact with peers when she can as she has a lot to share and a lot to learn from them. (Name's) hearing loss makes listening hard work especially in noisy situations and when her peers turn their heads or speak from a far.

Use the acronym **SPEECH** (suggested by Jane Madell) to remember what has to happen when speaking to a student with hearing loss.

**S**State topic to be discussed.

**P**ace discussion-Moderate speed with pauses for comprehension

**E**nunciate words clearly without exaggerating

**E**nthusiastically communicate with body language and hands

**C**heck for understanding

# Language is Caught, Not Taught

## The Listening Bubble

Speech from beyond the range of listening will not be 'caught'



With HAs

In quiet

No HAs

In noise



Children learn most new words by overhearing them spoken in context of something that interests them. Missed incidental language means language and social delays.

# Resources

Please take a inservice packet containing this presentation on your way out and refer to the information when needed.

## Helpful videos:

- **Hearing Aid-FM Simulation**  
<https://www.youtube.com/watch?v=1l37lzLIgQU>
- **Hearing Loss in the Classroom**  
<https://www.youtube.com/watch?v=ln8NHZVfJkQ>
- **Simulations of Hearing Loss**  
<http://www.starkey.com/hearing-loss-simulator>
- **How does the ear work**  
<https://www.youtube.com/watch?v=stiPMLtjYAw>
- **How do you hear**  
<https://youtu.be/i7IzkA1Ph3k>

# Contact information

Please call asap if there are an issues, concerns or questions.

Remember, (Name) needs access to speech and language in order to learn.

Thank you so much for your support!

**TOD name**

**Title**

**Email and phone number**