



Urbana District #116 – Administrative Agent

CASE Audiology  
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TO: THE TEACHER OF

FROM:

DATE:

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The above named student in your class has a high frequency (perceived as pitch) loss. This means that s/he has normal hearing for the lower frequency sounds but is not able to hear higher frequency sounds as well as her/his normal hearing peers. The speech sounds which are probably the most difficult for a child with this type of hearing loss to hear are /s, sh, t, th, h, wh, p, k, and f/. Often a person with a high frequency hearing loss is able to hear people talking but has difficulty understanding what they are saying because many of the consonant sounds are distorted.

For example, if you tried to read without the consonants. “\_oo\_ o\_i\_. \_o\_ay\_e\_i\_\_i\_u\_\_e\_e\_e\_\_o\_a\_igh\_\_e\_ue\_y\_\_ea\_i\_\_o\_.” However if you have the high frequency consonants available to you, it is easier to read even without the lower frequency vowel sounds. “G\_d m\_rn\_ng. T\_d\_\_w\_w\_ll d\_sc\_ss th\_ff\_cts\_f\_h\_\_fr\_qu\_nc\_h\_\_r\_ng l\_ss.” Of course it is best if you can hear both the high and low frequency sounds. “ Good morning. Today we will discuss the effects of a high frequency hearing loss.”

Individuals with this degree of hearing loss are typically excellent candidates for amplification. If hearing aids have been recommended, please encourage your student to wear them consistently. Remember (a) hearing aids make sounds LOUDER but not necessarily c-l-e-a-r-e-r and (b) the use of a hearing aid does not mean the student now has normal hearing.

There are steps you, the classroom teacher, can take to help this student:

1. Be aware that this student does have a hearing problem and may become easily fatigued. Your continued awareness of the hearing loss may be the most beneficial help that can be provided.
2. Hearing and understanding speech when there is background noise is one of the most difficult listening situations for someone with hearing loss. Typical classroom noises that are problematic include: fans & blowers, playground & hall noise, media equipment, shuffling papers, and scraping chairs. Unfortunately these sources of noise are often beyond your control, but an awareness of how much difficulty they can cause will be beneficial for your student.
3. Having this student strategically seated in the classroom will be very beneficial. S/he should be:
  - a. near the area of the classroom from which you usually address the class
  - b. away from noise sources. This should help her/him concentrate on your voice.
  - c. seated favoring face-to-face communication
  - d. seated so that s/he is easily able to turn and face other students during class discussion
4. Speak naturally to her/him, as you would speak to anyone else. If what you say is not understood, rephrase it, rather than repeating. Obtain feedback regularly from your student to check on her/his level of understanding.

If you notice the student's grades slowly deteriorating or if there is a sudden change in her/his performance and participation in class, please contact CASE Audiology. We can help you determine to what extent the hearing loss is a factor, and whether or not interventions or accommodations are indicated. We are also available to help you with units you may be presenting to your class related to communication, the ear, hearing, hearing differences, hearing conservation, personal amplification, assistive technology, Deaf Culture, sign language and other Deaf or Hard of Hearing role models.