



Urbana District #116 – Administrative Agent

CASE Audiology
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TO: THE TEACHER OF

FROM:

DATE:

The above named student in your class has normal hearing for the low and high frequencies (pitches) with a hearing loss through the mid frequency range. This hearing loss is sometimes referred to as a “cookie bite” loss since the audiogram looks like someone took a bite out of it.

Frequently students with this type of hearing loss can function well and can appear to have little difficulty hearing. However, this student may be missing bits of information without the teacher being aware that s/he is not hearing everything. This is particularly true when there is background noise present or when the student is not looking at you as you speak. Consequently, this student may experience difficulties in vocabulary development, reading, language, and spelling.

Your student may or may not benefit from hearing aids, depending on such factors as degree of hearing loss and academic achievement. 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 hearing aid does not imply 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 loss 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.