



TO: THE TEACHER OF

FROM:

DATE:

The above named student in your class has hearing levels in the severe-profound range, which can be expected to greatly affect her/his performance. S/he may use personal amplification such as hearing aid(s) and/or cochlear implant(s) which are helpful but do not provide for completely normal hearing. There is a wide range of hearing abilities with this degree of hearing, dependent on amplification use, mode of communication access (e.g., American Sign Language or Spoken English) and consistent access to auditory information. Regardless, visual information and speechreading will be necessary, especially in noisy situations. The student may also use assistive technology or have a sign language interpreter in the classroom to aid in communication.

Students with hearing levels in the severe-profound range are encouraged to take advantage of environmental and contextual cues to aid in the understanding of speech. For example, provision of vocabulary words prior to a new unit may be helpful so the student can understand the context of the lecture. S/he might also be encouraged to memorize spelling lists. Of course, even with memorizing the list ahead of time it is much more difficult to know which word is being presented if the list of spelling words all sound alike or look alike for speechreading, such as cat/rat/hat. Putting the word in a sentence to provide contextual cues is also important.

The most difficult listening situation for students with this degree of hearing and who use personal amplification is when there is background noise present. These students may lose the benefit of their personal amplification even if there is a moderate amount of noise in the room.

There are steps you, the classroom teacher, can take to help this student if they use personal amplification:

1. Be aware that this student may become easily fatigued. Your continued awareness of the hearing loss may be the most beneficial help that can be provided.
2. Encourage the student to wear her/his personal amplification at school.
3. Have this child strategically seated in the classroom:
 - 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 so that she/he is easily able to turn and face other students
4. Speak in a clear, natural voice. This student may understand you better if you slow the rate of your speech slightly. It is most important, however, to maintain the natural quality of speech.
5. Use visual aids such as pictures, printed materials, manipulatives and media use on the board to help reinforce concepts or directions.
6. If possible, provide written outlines of discussion topics for movies or videos before the learning experience. This type of media is extremely difficult to understand for students with hearing loss and there are usually no opportunities for speechreading the speaker. Investigate the use of captioned films (you can sign up to receive FREE captioned media on hundreds of topics at the Described and Media Program – <http://dcmp.org>).
7. Access to lectures in written format may be necessary.

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 their auditory access 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 D/HH role models.