



TO: THE TEACHER OF

FROM:

DATE:

The above named student in your class has a mild hearing loss. This means that most speech is softer than it is for normally hearing children. High pitch consonants such as /s, th, f, p, k/ are critical for speech to sound clear, and are also the hardest sounds for this student to hear.

The effects of a mild hearing loss can be deceptive. These children can appear to hear quite well when they are near you and the room is quiet. They may have significant difficulty, however, comprehending speech under less favorable conditions such as listening to quiet or distant speech, or in competing noise. The student can “hear” but s/he may be missing fragments of speech, leading to misunderstanding. They are also often mistakenly identified as inattentive or unmotivated.

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 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.