Who is the new kid in my class?

Understanding Hard of Hearing Learners

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Consultants from Inclusive Learning – Outreach
Points of Discussion

- The student who is hard of hearing
- The impact on listening AND learning in the classroom
- Supporting success
Who is the hard of hearing student?
So HOW do I know?

- Listening/learning environment
- Articulation/grammatical structures in speech
- Social language/behaviour
- Classroom participation
- Vocabulary/background knowledge
- Reading
- Writing
## Acquiring Spoken Language

<table>
<thead>
<tr>
<th>Typical Hearing Student</th>
<th>DHH student</th>
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<tbody>
<tr>
<td>✤ Learns language through “over-hearing.”</td>
<td>✤ Learns language through direct instruction or close communication.</td>
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<tr>
<td>✤ Comes to school with background knowledge for understanding current curriculum.</td>
<td>✤ Comes to school with reduced background knowledge.</td>
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<tr>
<td>✤ Can learn without looking at the speaker.</td>
<td>✤ Needs to intently watch and listen to the speaker.</td>
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<tr>
<td>✤ Can hear the prosody of speech.</td>
<td>✤ Needs to be taught how speakers can change their spoken message.</td>
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<tr>
<td>✤ Has consistent access to information.</td>
<td>✤ Requires equal access to information.</td>
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What EVERY teacher needs to know about auditory access:

- 65% of students' school days are spent listening in the classroom.
  - teachers, peers, announcements, videos, etc.

1. Teachers need to be sure that their speech is loud enough and clear enough to be understood by all students.

2. Students need to have access this speech.
How to help young ears/brains to understand/process auditory information:

- Young listeners require listening environments that are quiet and free from distractions.

- Young children also require a louder speech signal, a slower rate of speech, repetition of information and more processing time.

- Listening is developmental (not unlike fine motor and speech skills); maturing at 13-15 yrs.

The Speech Banana

- Speech needs to be both *heard* and *understood*. However, just because we can *hear* someone speaking, it does not necessarily mean that we *understand* the speech message.
“Teacher Voice”

THE SPEECH SOUNDS THAT ARE RESPONSIBLE FOR SPEECH VOLUME ARE THE VOWELS AND SOME LOW PITCH CONSONANT SOUNDS.

THE SPEECH SOUNDS THAT ARE RESPONSIBLE FOR SPEECH UNDERSTANDING ARE THE MID TO HIGH PITCHED CONSONANTS.
Think of the following words:

Walk
Walks
Walked
Talk
Talks
Talked
Top
Tops
Topped
Now let’s add a hearing loss to the mix:

- “The student I work with can still hear – without his personal FM system…. And sometimes, even without his hearing aids!

- Think about what we just talked about…
- Share your ideas.
Hearing vs. Understanding

- While students with hearing loss can often “hear” without their personal FM system, or even without their hearing aids, they do not hear well enough for understanding quiet speech sounds, complex speech and new vocabulary.

- Example: with your ears plugged you could likely follow a Grade 2 curriculum; however you would not be able to follow a college level course in a new area of study.
Spelling Words through Simulated Hearing Loss above 1000 Hz

AUDIОGRAM ОF FAMILIАR SOUNDS
FREQUENCY IN CYCLES PER SECOND (HZ)
AUDIOGRAM OF FAMILIAR SOUNDS
FREQUENCY IN CYCLES PER SECOND (HZ)
Adam (grade 2) – high frequency hearing loss

Roger (grade 2) – high frequency hearing loss

Similar Hearing Loss/Different Functioning Level
Overcoming the Barriers

- Pre-teaching
- Encouraging Social Development
- Equal access to information
  - Visual supports
  - Importance of their hearing equipment – FM system
  - Paraphrasing/repeating
  - Support through print - note taking
Benefits of Pre-Teaching

Pre-teaching simulation
The Reasons for Pre-Teaching

- Reduced background knowledge
- Do not learn incidentally
- Quiet environment

“Hearing children passively absorb essential daily information by overhearing conversations as much as 95% of their learning.”

(Chotiner-Sonalo)
Overcoming the Barriers

- Encouraging Social Development
Impact on Social Development
Identity Development

- A common language shared by the group
- Feelings towards self
- Feedback they receive from others
How Can I Help?

- Encourage and teach social/friendship skills as a class
- Encourage and support the development of self-advocacy
- Support the parents of the d/hh student
Overcoming the Barriers

- Equal access to information
  - Visual supports
  - Importance of their hearing equipment – FM system
  - Paraphrasing/repeating
  - Support through print - note taking
Tips for Teaching a Student Who is Deaf or Hard of Hearing

- Included in your handout
Questions???