The ear

[Diagram of the ear with labels: Pinna, Incus, Malleus, Ear canal, Stapes, Oval Window, Eustachian tube, Cochlea, Semicircular canals (balance), Auditory nerve (To the brain).]
Blank audiogram

Frequency in Hertz

Hearing level in decibels (dB)
Audiogram with sound pictures

Levels of deafness:
- Mild deafness: 24 - 40 dB
- Moderate deafness: 41 - 70 dB
- Severe deafness: 71 - 95 dB
- Profound deafness: 95+ dB
Quiz – True or False

Names ........................................................................................................................................

Date .............................................

With your partner read the following quiz questions and tick true or false for each question. Read each question carefully.

1) Deaf people cannot talk  q true  q false
2) Deaf people can read Braille  q true  q false
3) Deaf people can read and write  q true  q false
4) Deaf people are different  q true  q false
5) Some deaf people use sign language  q true  q false
6) Deaf people cannot enjoy music  q true  q false
7) Deaf people can hear everything with their hearing aids on  q true  q false
8) Deaf people can get jobs  q true  q false
9) Deaf people can go to university  q true  q false
10) Deaf people cannot drive cars  q true  q false
11) All deaf people can lipread  q true  q false
12) Deaf people are not smart  q true  q false
13) Deaf people do not watch TV because they can't hear it  q true  q false
14) Deaf people cannot go on an aeroplane  q true  q false
Hearing aids

- Direct audio input lead to connect to radio aid
- Audio shoe
- Microphone
- Elbow or tone hook
- Tube
- Earmould
- Battery compartment
- Volume control
- Programming socket
- Function/mode switch
- Audio input contacts
Cochlear implants

A typical ear level cochlear implant

A typical body worn cochlear implant
Radio aids
A radio aid consists of a transmitter, worn by a teacher and a receiver worn by your child.
Other hearing aids

Bone conduction hearing aid
- Headband
- Connecting wire
- Vibrator
- Hearing aid

Bone anchored hearing aid

In the ear hearing aid
# Hearing aids checklist

**Hearing aid**

<table>
<thead>
<tr>
<th>Component</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casing, elbow</td>
<td>check they are not cracked, split or loose</td>
</tr>
<tr>
<td>Earmoulds</td>
<td>check they are not split or damaged, check for wax, if it is blocked use a pin to unblock it, if there is a more severe blockage you may need to gently wash the earmould in warm soapy water</td>
</tr>
<tr>
<td>Tubing</td>
<td>check it is not squashed, hardened, discoloured or split, if it is it needs to be replaced. If there are droplets of condensation in the tubing gently pull it off the elbow and use a puffer to clear it</td>
</tr>
<tr>
<td>Batteries</td>
<td>check the battery is in the right way round and the hearing aid is switched on.</td>
</tr>
<tr>
<td>Volume and settings</td>
<td>if there are any visible controls check they are on the correct settings for the child</td>
</tr>
<tr>
<td>Programmes</td>
<td>check it is on the correct programme, for example there may be a different programme for use with a radio aid</td>
</tr>
<tr>
<td>Listening check</td>
<td>use an attenuated stetoclip to listen to the aid to check it is working and does not sound unusual or distorted</td>
</tr>
</tbody>
</table>

**Cochlear Implant**

<table>
<thead>
<tr>
<th>Component</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casing</td>
<td>check it is not split, cracked or loose</td>
</tr>
<tr>
<td>Programme/setting</td>
<td>check it is on the correct programme and setting for the child</td>
</tr>
<tr>
<td>Lead</td>
<td>check it is not split or worn and that the connections are not loose</td>
</tr>
<tr>
<td>Display</td>
<td>check the processor display for any fault warning lights or indicators</td>
</tr>
<tr>
<td>Coil</td>
<td>check it is not loose, ask the child to put on their processor and if appropriate use a wand to check it is working, for example the light comes on</td>
</tr>
<tr>
<td>Batteries</td>
<td>check they are in correctly, fully charged and the processor is switched on</td>
</tr>
<tr>
<td>Listening check</td>
<td>if listening earphones have been provided use them to check that the microphone is working and the sound does not sound unusual or distorted</td>
</tr>
</tbody>
</table>
Radio Aids – transmitter and receiver

**Casing**
check it is not cracked, split or damaged

**Microphone**
check it is not damaged and the cover fits, if necessary replace

**Leads**
check they are not worn or damaged, if necessary replace

**Batteries**
check batteries are fully charged and fitted correctly, check cover and contacts, if necessary replace

**Channels**
check both transmitter and receiver are on the same channel number, letter or colour

**Audio shoes**
check they are not cracked, split or loose, if so replace

**Aerial**
check there is no aerial missing or damaged

**Display**
check displays for any fault warning lights or indicators

**Controls**
check volume and other controls are set correctly for the child

**Listening check**
for children with hearing aids, listen to receiver through their aids using an attenuated stetoclip, ask someone to speak into the transmitter at a distance, connect hearing aids to receiver and listen to each aid in turn. For children with a cochlear implant, listen by connecting headphones provided by the manufacturer to the processor if available.
# The British fingerspelling alphabet

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="hand_a.png" alt="A hand gesture" /></td>
<td><img src="hand_b.png" alt="B hand gesture" /></td>
<td><img src="hand_c.png" alt="C hand gesture" /></td>
<td><img src="hand_d.png" alt="D hand gesture" /></td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td><img src="hand_e.png" alt="E hand gesture" /></td>
<td><img src="hand_f.png" alt="F hand gesture" /></td>
<td><img src="hand_g.png" alt="G hand gesture" /></td>
<td><img src="hand_h.png" alt="H hand gesture" /></td>
</tr>
<tr>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td><img src="hand_i.png" alt="I hand gesture" /></td>
<td><img src="hand_j.png" alt="J hand gesture" /></td>
<td><img src="hand_k.png" alt="K hand gesture" /></td>
<td><img src="hand_l.png" alt="L hand gesture" /></td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td><img src="hand_m.png" alt="M hand gesture" /></td>
<td><img src="hand_n.png" alt="N hand gesture" /></td>
<td><img src="hand_o.png" alt="O hand gesture" /></td>
<td><img src="hand_p.png" alt="P hand gesture" /></td>
</tr>
<tr>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td><img src="hand_q.png" alt="Q hand gesture" /></td>
<td><img src="hand_r.png" alt="R hand gesture" /></td>
<td><img src="hand_s.png" alt="S hand gesture" /></td>
<td><img src="hand_t.png" alt="T hand gesture" /></td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td><img src="hand_u.png" alt="U hand gesture" /></td>
<td><img src="hand_v.png" alt="V hand gesture" /></td>
<td><img src="hand_w.png" alt="W hand gesture" /></td>
<td><img src="hand_x.png" alt="X hand gesture" /></td>
</tr>
<tr>
<td>Y</td>
<td>Z</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="hand_y.png" alt="Y hand gesture" /></td>
<td><img src="hand_z.png" alt="Z hand gesture" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How would you make these classrooms more listener friendly?
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