

Slide 1



Slide 2




Slide 3



Slide 4

Unfair Spelling Test



- Column A: moderate high frequency loss
- Column B: Wax in ears or severe cold
- Column C: Sound through a hearing aid

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Slide 5

Unfair Spelling Test

Column A Moderate High Frequency Loss	Column B Wax in Ear Cold	Column C Hearing Aid
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

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Understanding Hearing Loss

Terms

- > Hard of Hearing
- > deaf
- > Deaf
- > (Hearing impaired)

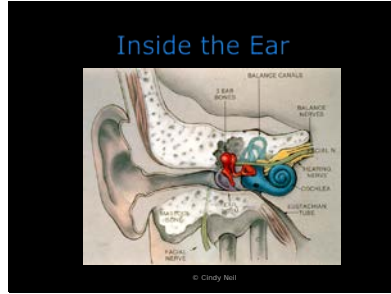
Incidence

- > 10% of the population

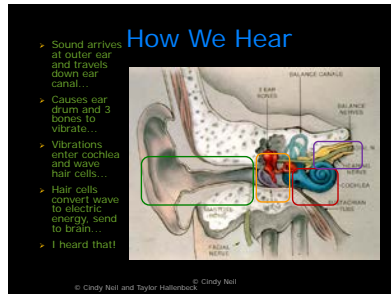


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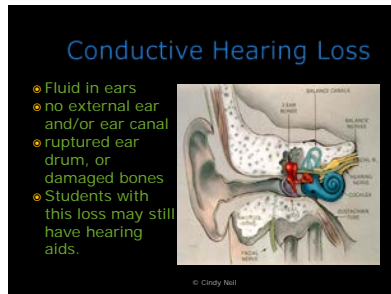
Slide 7



Slide 8



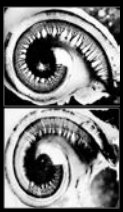
Slide 9



Slide 10

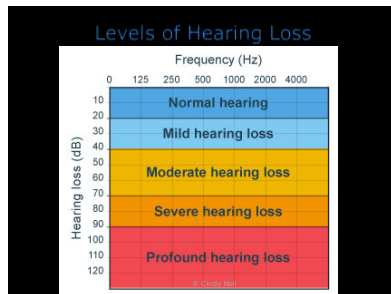
Sensorineural Hearing Loss

- damage to the auditory nerve and/or cochlea.
- permanent.
- message is unclear before it gets to the brain.
- Hearing aids/cochlear implants make an incomplete message louder, which does not cure.



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Slide 11



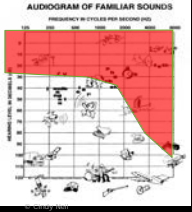
Slide 12



Slide 13

Using Audiograms in teaching


- Above the line = cannot hear
- Below the line = can hear
- Close to the line = fuzzy area
- How does line travel through speech patterns?
Informs:
 - Phonics
 - Spelling
 - Grammar
 - Speech



Slide 14

Audiogram 101


- Results obtained in optimal conditions
- Top: pitch (think piano)
- Side: volume (quiet down to loud)
- Place where pitch/loudness meet forms a line = 'shape' of loss



Slide 15

Audiograms are not the full story


- > Age hearing loss began
 - before or after speech
 - stable or progressive
- > Degree and shape of the loss
- > Age when amplification started – use
- > Intervention received
- > Presence of other conditions: cognitive, physical
- > Student motivation and innate ability



Slide 16

Audible Versus Intelligible Speech

- "I heard that" versus "I understood that"
- Louder does not mean clearer. (Think about cranking up radio).
- In general, the more significant the loss, the greater the difficulties.



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Amplification



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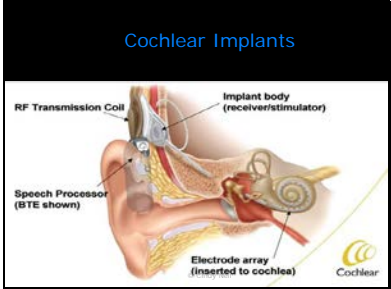
Slide 18

Hearing Aids



Baha hearing aid

Slide 19



Slide 20



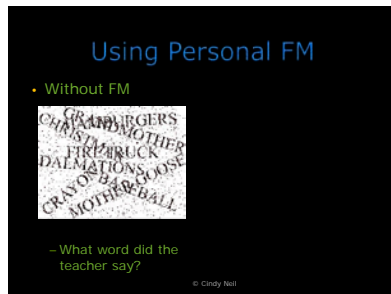
Slide 21



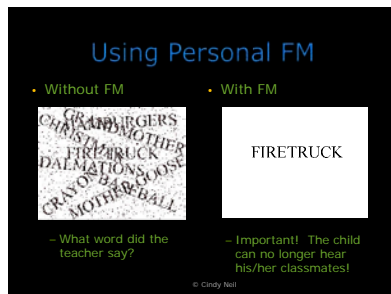
Slide 22



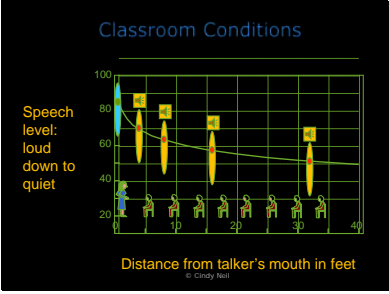
Slide 23



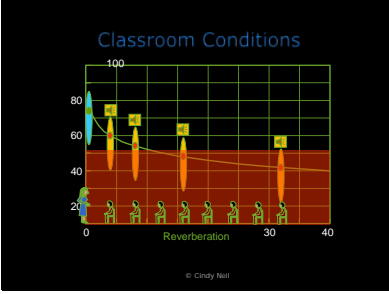
Slide 24



Slide 25



Slide 26



Slide 27

Speech Reading Activity


- Find a partner to work with. You will need a pen and paper.

 a	 oo	 ee	 sh, ch, j
 p, b, m	 l, v	 th	 i

Slide 28

Visual Adaptations

- > Lighting Considerations
 - > Speechreading
 - > ASL Interpreting
- > Computerized Note-taking
 - > Peer Notetaking
- > Visual Teaching Strategies




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Visual Teaching Strategies

- > Face the class
- > Stop talking when writing on board
- > Preferential seating
 - > (not always front and center!)
- > Circular or semi-circular seating arrangements for groups




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More Visual Teaching Strategies

- > Schedules/agendas posted
- > Key words
- > Demonstrations, pictures, charts, graphs
- > Technology
- > Visual dictionary



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Planning Ahead

- Planning ahead is very important for people with hearing loss.
- For an example- Tomorrow we will be starting a new unit about Egyptians




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Communication Modalities

- Oral
 - auditory oral
 - auditory verbal
- American Sign Language
- Combination of oral and ASL
- Augmentative communication



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Language Foundations

Difficulties occur with:

- Vocabulary and concepts
- Grammatical structures
- Abstract concepts (time concepts, implied meaning, multiple meanings, inferences, idioms)
- Level of Language of instruction

Loss of incidental language learning experiences are reflected in all aspects of the curriculum.




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Academics

- Reading comprehension
 - Reading vs. Decoding
- Written expression – form, content
- Higher level thinking skills – receptive and expressive reasoning
- Generalization of knowledge
- Study skills



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Social Skills

- Behavioral Expectations
- Out of the Loop
- Self-Esteem
- Identity
- Isolation



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Building Social Skills

- Provide Deaf/Hard of Hearing friendly environment
- Help the student develop problem solving strategies
- Help peers understand hearing loss and communication needs
- Support friendships
 - Deaf
 - Hard of Hearing
 - Hearing



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Building Self - Esteem

Provide opportunities for students to:

- Learn about their hearing loss, develop appropriate coping strategies
- Participate in DHH Get Togethers, Networking Days, Deaf Centre Manitoba events
- Learn about Deaf culture, Hard of Hearing culture
- Learn about community resources, SMD summer programs, job training, Deaf Resource Centre, university / college supports



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Creating D/HH Friendly Environment

- Get attention before speaking
- Ensure quiet background
- One speaker at a time
- Rephrase, repeat, provide a visual cue
- Use open ended questions vs. yes/no
- Provide frequent comprehension checks




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Creating D/HH Friendly Environment

- Identify speaker, repeat information
- Identify topic, visual cue to indicate change of topic (agenda)
- Re-cap information





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Noise Reduction

- Encourage quiet in class
- Carpeting
- Hush-ups, Flexi-Felts on chairs
- Soft surfaces – curtains, fabric room dividers
- Close classroom door, windows
- Seat student away from noise sources (pencil sharpener, heating vent, etc.)
- Work in quieter environment

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IEP Goal Areas
(Not all students have goals in all areas)

- Language
- Listening skills
- Basic concepts
- Academics



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More IEP Goal Areas
(Not all students have goals in all areas)

- Social skills
- Independence
- Self-Advocacy


Establish priorities:
Focus on a few key goals.

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Story Stimulation

- Listen to a story.
- Answer comprehension questions after.




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Famous Last Words!

- As long as you are trying, that is all that matters. It can make all the difference in the world!
- Teach Advocacy!
- Empowerment
- Questions?



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