

# Tips and Resources for Substitute Teachers

A Reference Guide on Teaching Deaf and Hard-of-Hearing Students (Auditory-Oral Approach)

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So you're stepping in to teach a class containing one or several students who are deaf or hard-of-hearing...

You might be wondering: What is hearing loss? How can I best communicate with the student(s)? How can I ensure understanding?

Read on to find out!



## TYPES OF HEARING LOSS

- **Conductive Loss** – Occurs when there is a problem with the outer or middle ear. This loss can usually be corrected with amplification (the use of hearing aids). Ear infections can possibly cause a conductive loss.
- **Sensorineural Loss** – Occurs when there is a problem with the inner ear or nerve pathways to the brain.
- **Mixed Loss** – Occurs when there is a combination of both conductive loss and sensorineural loss.

## DEGREES OF HEARING LOSS

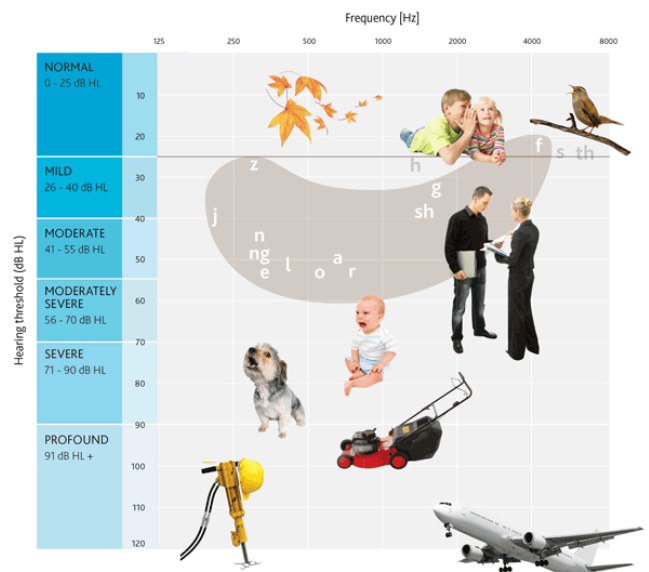
- Ranges from mild, moderate, moderately-severe, severe, to profound.



## COMMON CAUSES OF HEARING LOSS

Genetic factors, ear infections, meningitis, measles, ototoxic drugs, encephalitis, head injury, noise exposure, etc.

**Audiogram**  
The graph that is used to determine the type and degree of hearing loss.



\* Adapted from Hearing in Children, Northern J., Downs M., (1991) 4th Edition, Ch 1, page 17, Lippincott Williams & Wilkins.

## WHAT DO HEARING AIDS AND COCHLEAR IMPLANTS DO?

- Hearing aids amplify sound (make sounds louder).
- Cochlear implants bypass the outer and middle ear to provide electronic sound signals directly to the cochlea (inner ear), which then travel to the brain.

# Resources for Learning About Hearing Loss

## CAUSES OF HEARING LOSS IN CHILDREN

- <http://www.asha.org/public/hearing/Causes-of-Hearing-Loss-in-Children/>
- <http://www.betterhearing.org/hearing-loss-children/understanding-your-child's-hearing-loss>



## TYPES OF HEARING LOSS

- <http://www.cdc.gov/ncbddd/hearingloss/types.html>
- <http://www.cochlear.com/wps/wcm/connect/au/home/understand/my-child-has-hl>
- [https://www.gallaudet.edu/clerc\\_center/information\\_and\\_resources/info\\_to\\_go/hearing\\_loss\\_information/effects\\_of\\_hearing\\_loss.html](https://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/hearing_loss_information/effects_of_hearing_loss.html)



## WHAT ARE HEARING AIDS AND HOW DO THEY WORK?

- <http://www.nidcd.nih.gov/health/hearing/pages/hearingaid.aspx>
- <http://www.asha.org/uploadedFiles/AIS-Learning-Hearing-Aids.pdf>
- [http://www.phonak.com/com/b2c/en/hearing/ways\\_to\\_better\\_hearing/what\\_modern\\_hearing\\_solutions\\_have\\_to\\_offer/how\\_a\\_hearing\\_aid\\_works.html](http://www.phonak.com/com/b2c/en/hearing/ways_to_better_hearing/what_modern_hearing_solutions_have_to_offer/how_a_hearing_aid_works.html)

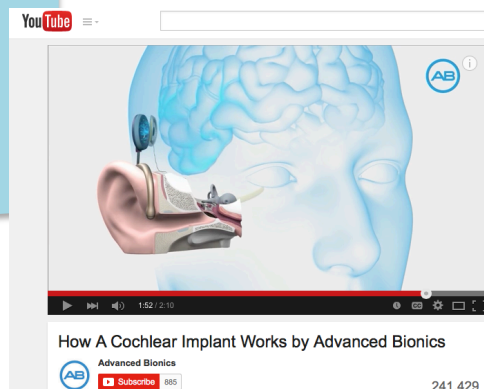
## WHAT ARE COCHLEAR IMPLANTS AND HOW DO THEY WORK?

- <http://www.cochlear.com/wps/wcm/connect/au/home/understand/hearing-and-hl/hl-treatments/cochlear-implant>
- <http://www.listeningandspokenlanguage.org/Document.aspx?id=532>
- <http://www.asha.org/public/hearing/Cochlear-Implant-Frequently-Asked-Questions/>



Visit this link to watch a video of how a cochlear implant works:

<https://www.youtube.com/watch?v=zeg4qTnYOpw>





## TIPS

(Using the Auditory-Oral Approach)

- Limit background noise when possible (i.e. close classroom door and windows to limit environmental noise).
- Gain a student's attention by calling his or her name and wait until you have established eye contact before starting to speak. You can also lightly tap the student's shoulder or touch the desk in front of them to gain their attention.
- Speak clearly and remain face-to-face with the student(s) because lip-reading and visual cues from your facial expressions help provide context and comprehension.
- When speaking, narrow the space between you and the student(s). Allow the student(s) to sit close to you (the teacher) or to the speaker to ensure access to sound.
- Repeat or rephrase comments/questions from students during class discussions.
- Speak naturally in your normal voice – don't shout.
- If a student is not following directions or seems confused, he/she probably is. It is often necessary to repeat directions or explain in simpler terms.
- Understand that it takes a lot of energy for students to use listening and spoken language. Listening is exhausting for someone with hearing loss.
- Be patient and calm!
- USE ASSISTIVE TECHNOLOGY!

## RESOURCES

### WHAT IS THE AUDITORY-ORAL APPROACH?

- <http://blog.asha.org/2012/03/29/auditory-verbal-therapy-supporting-listening-and-spoken-language-in-young-children-with-hearing-loss-their-families/>
- <http://www.audiologyonline.com/articles/auditory-oral-education-teaching-deaf-1248>

### COMMUNICATION STRATEGIES

- <http://www.hearinglikeme.com/learning/teachers/teaching-child-hearing-loss>
- <https://us.hearing.siemens.com/children-and-hearing-loss/parent-guidance/communication/>



## USING ASSISTIVE TECHNOLOGY

- Ensure that a student's hearing aids or cochlear implants are worn at all times and remain functioning properly throughout the day. Without their devices, students do not have access to sound!
- *Use FM systems when available!*
- FM technology clearly transmits your voice directly to a student's hearing aid or cochlear implant device. This technology bypasses most classroom noise and helps students to better hear and understand you, reducing confusion between you and the student(s).

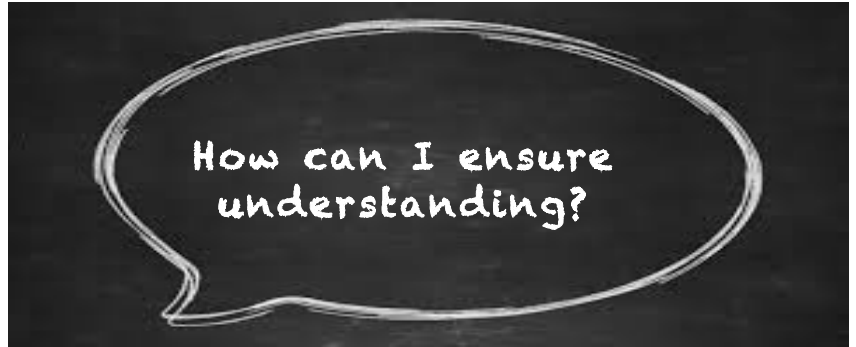
For more information about FM technology, visit:

- <http://www.hearinglikeme.com/learning/teachers/fm-gets-good-grades>.
- <https://www.boystownhospital.org/knowledgeCenter/articles/Pages/UsingHearingAssistiveTechnologiesintheClassroom.aspx>
- <http://www.betterhearing.org/hearing-loss-children/classroom>

To see an example of how an FM system can make a difference for a student with hearing loss, visit the link to watch this video:

<https://docs.google.com/a/heartlandaea.org/file/d/0B2RyyXjFOzWNcXBtTndHNkdjZW8/edit>





## TIPS

- If a student doesn't seem to understand something that was said, rephrase the comment/question (don't simply repeat).
- Use visuals (visual aids, graphic organizers, text, etc.) to supplement auditory information.
- Pre-teach vocabulary when possible.
- Define new vocabulary words and provide context clues when using new vocabulary.
- Ask open-ended questions to check for comprehension.
- Allow enough time for the student(s) to understand and process what was said before requiring the student(s) to respond.
- Allow the student(s) extra time to complete assignments, quizzes, or tests.

## RESOURCES

- <http://blog.asha.org/2013/03/14/kid-confidential-hearing-loss-classroom-difficulties-and-accommodations/>
- <http://teachmag.com/archives/130>
- <http://www.listeningandspokenlanguage.org/Document.aspx?id=468>

Check out this link to view a checklist for recommended accommodations for students who are deaf or hard-of-hearing:

- <http://www.deafed.net/PublishedDocs/IEP%20Checklist%202007.pdf>

If you are unsure about how to provide accommodations for deaf or hard-of-hearing students, don't be afraid to use your resources within the building! Ask another teacher or staff member for help!

Don't lower your expectations of a deaf or hard-of-hearing student's abilities! Visit the link below to watch a video.

<http://www.listeningandspokenlanguage.org/Document.aspx?id=667>

## OTHER RECOMMENDED RESOURCES

- [www.listeningandspokenlanguage.org](http://www.listeningandspokenlanguage.org)
- [www.asha.org](http://www.asha.org)
- [www.nidcd.nih.gov](http://www.nidcd.nih.gov)
- [www.nad.org](http://www.nad.org)
- [www.deafed.net](http://www.deafed.net)

