



General Adjustments for Students with Hearing Loss

Many of these strategies may be beneficial to both hard of hearing students and their hearing peers.

It is important to remember the types of adjustments you decide to use should be based on the individual student's needs, the learning environment and the curriculum goals. The following is a guide only.

Use of Hearing Devices

- Be aware that hearing devices do not make hearing normal.
- Remember that hearing devices make sounds louder but not necessarily clearer.
- Encourage student to use hearing device at all times.
- Encourage student to manage hearing device independently.
- Ensure the student brings spare batteries to school.
- Advise the student's parents to contact Hearing Australia if the device is not working properly.

Facilitate Listening

- Seat the student close to the teacher so they can see both the teacher and their peers. Be aware that any seating arrangement should not isolate the student.
- Minimise background noise. Seat the student away from constant noise sources where possible.
- Close the classroom door and windows to reduce outside noise entering the room.

- If the student has normal hearing in one ear, ensure the speaker is on their normal hearing side.
- Some students have a fluctuating loss and listening will not always be the same.
- Speak naturally and without exaggeration.

Facilitate Understanding

- Check you have the student's attention before you begin to speak.
- Face the student when you speak.
- Try not to move around the classroom when you are speaking.
- Keep instructions short and simple.
- If you can, repeat the question posed by other students before giving your answer. Repeat answers to questions given by the other students.
- Give student time to process the information – allow "wait time" before rephrasing or checking understanding.
- Use the assistive technology that the student requires at all times.
- Use captions on audio-visual materials.

Facilitate Wellbeing

- Be open to discuss the student's hearing loss and let the student know you are willing to help.
- Make modifications as naturally as possible so the student is not singled out.
- The student may not understand rules of group games. Teach rules that may be implicit.
- The student may miss the subtleties of speech such as the tone and intonation. Further explanation of situations may need to be provided at times.
- Provide direct instruction on specific social skills when necessary.
- Group work may be difficult for the student and the pace and exchange of information may be too fast to follow. Arrange for the student to work in a smaller group, and move to a quieter work space.
- Allow for breaks or vary activities throughout the day. The student may tire more easily than others due to the concentration required to listen and access visual cues.

Please consult with the School of Special Educational Needs: Sensory in regards the individual needs of students with a hearing loss.

For further information

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References

Johnson, C; Seaton B. 2012 Educational Audiology Handbook Second Edition. Delmar
Cengage Learning

Deaf Children in the Classroom: www.deafchildreinaustralia.org.au