

The Thomas Aveling School's Hearing Impaired Provision Audiology Language Delay and Specific issues.

Throughout this document, the terms "deaf" and "deafness" are used to denote all types and degrees of hearing loss.

1. Deaf students have two areas of difficulty
 - a. Their hearing is impaired
 - b. They therefore suffer a language delay directly associated with their hearing loss.
2. Their receptive language will not be as good as their hearing peers
3. Their expressive language will not be as good as their hearing peers
4. They need to be encouraged to increase vocabulary be any new words needs to be explained (often with visual clues)
5. The following areas cause the most difficulty :
 - a. Phonetics (how the speech sounds are produced)
 - b. Syntax (rules, correct word order etc)
 - c. Morphology (tenses, endings, suffixes etc)
 - d. Lexis and semantics (attaching meanings to words)
6. It is an effort for deaf students to listen, they get tired
7. Hearing aids and cochlear implants, they do not correct
8. Hearing aids and cochlear are not selective in what they amplify – therefore noisy conditions are very difficult for hearing aid users.

Hearing aids

There are four types of hearing aid in use in school:

1. Cochlear Implants Receivers – attached magnetically to the bone behind the ear
2. Post-aural aid – worn behind the ear
3. Radio aid - this supplements the personal hearing aid. Connected to the hearing aid/speech processor via 'shoes'
4. Sound field system – This improves the sound environment in the classroom for all students and produces excellent speech clarity.

The teacher (or group/significant speaker) wears the transmitter. The signal goes from the microphone worn by the speaker to the listener.

Points to remember

1. Ensure that the radio aid is switched on
2. Ensure that the battery is fully charged. If this is running out/runs out, a red battery icon will flash displaying how many hours/minutes until it will not work
3. Ensure that the student is receiving (switched on)
4. Ensure that the microphone is positioned approximately 6 inches away from the mouth of the speaker (ideal)
5. Minimise clothes rubbing (remove long items, scarf/beads/lanyards)
6. Ensure the transmitter is muted when the student does not need to hear what is being said

Hearing aids can sometimes 'whistle'. This is caused by 'feedback' due to ill-fitting ear mould (often aggravated by the student putting the head on one side etc.) The easiest solution to this problem is to tell the deaf student that it is whistling (they often cannot hear it themselves because it is at too high frequency). The deaf student should then know to gently push the ear mould more firmly into the ear.

Routine

Many deaf students leave home early as their taxis may have long journeys therefore they are often tired before arriving. They may arrive