



# Hear It Here!

Sarah Kiefer  
Teacher for the Deaf and Hard  
of Hearing

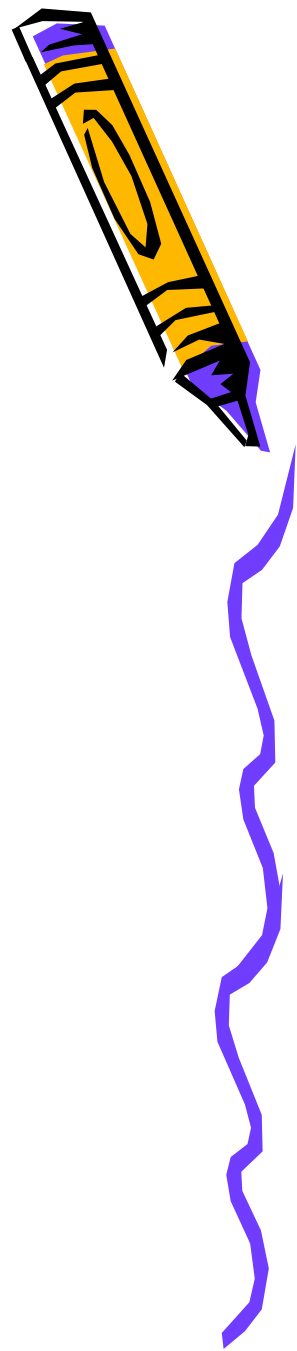
# Background

- Working with D/HH individuals
- Education
- Schools
- Caseload
- Service Time



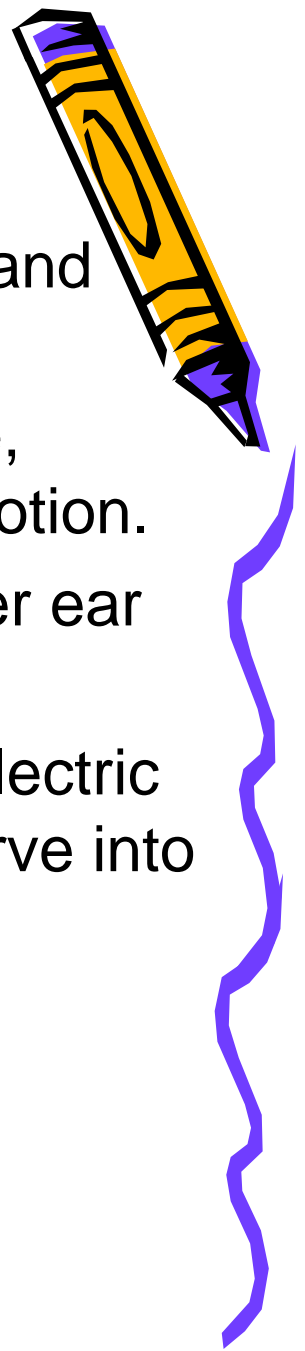
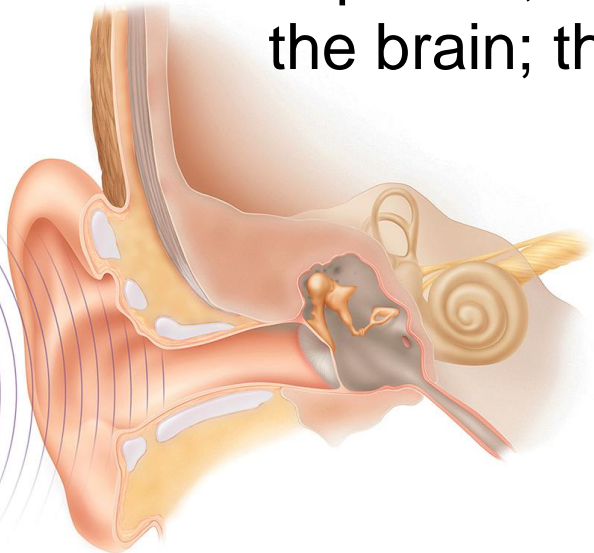
# Times Are Changing...

- Listening and Learning
- Acoustics in the Classroom
- American Sign Language (ASL)
- Mainstreaming
  - Oral Communication
  - Total Communication
- Increasing Incidence
- Early Intervention



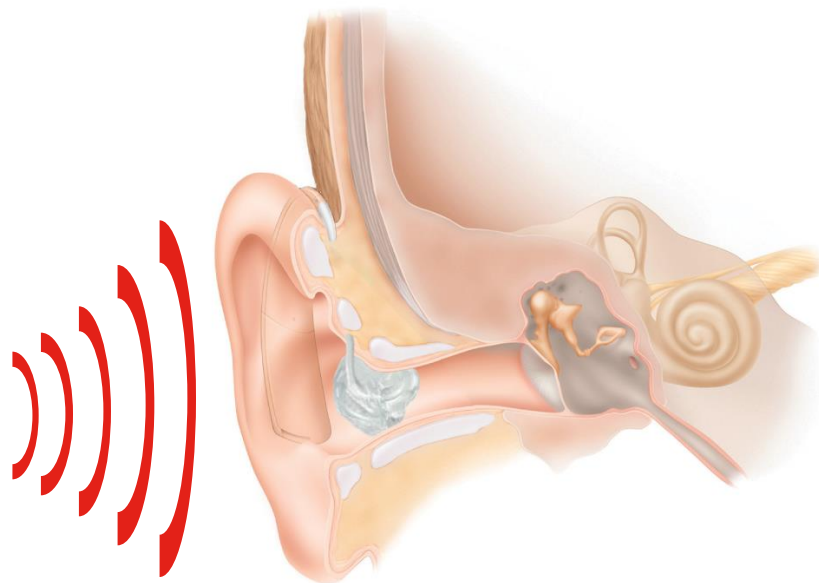
# How We Hear

1. Sound waves travel through the ear canal and strike the eardrum.
2. Sound waves cause the eardrum to vibrate, sending the bones in the middle ear into motion.
3. This motion causes the fluid inside the inner ear (cochlea) to move the hair cells.
4. The hair cells change the movement into electric impulses, which are sent to the hearing nerve into the brain; this allows you to hear sound.



# Hearing Aids

- Hearing aids amplify sound from the external world that is picked up by the hearing aid microphone.
- People may hear sounds with hearing aids, but understanding speech may still be very difficult, particularly in background noise.



# All About Hearing Loss

- 1 out of 10 Americans experience some form of hearing loss
- Glasses vs. Hearing Aids
- Cochlear Implants and BAHAs
- Lipreading



# Signs to Look For...

Students with hearing loss may exhibit the following traits:

- Pretends to understand when she doesn't
- Needs to watch other students to understand instructions
- Don't always understand why she is being disciplined
- Wiggle worm / Bebopper
- Unaware of missed spoken info / misunderstanding



# Classroom Accommodations

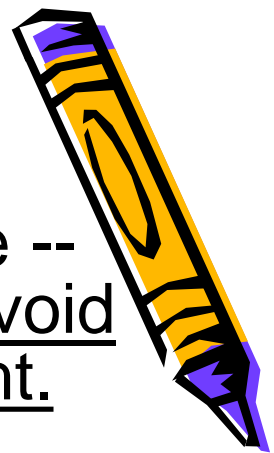
- Personal FM
- Preferential seating
- Face student while speaking
- Closed-captioning - Helps everyone!
- Check for comprehension
- Omit use of headphones
- Post assignments visually
- Preteach/Preview vocabulary
- Repeat what others say in the classroom
- Reword or rephrase spoken directions
- Stand close during oral tests
- Use spelling words in a sentence with meaning
- Written backup for oral instruction
- Classroom arrangement





# Suggestions for Teachers

- Stand where the light will fall on your face -- this is much easier for speech reading. Avoid standing in front of a window or bright light.
- Keep general noise level down in the classroom. If a hearing aid is worn, it makes everything louder.
- Use supplementary visual aids whenever possible.
- Rachel should be placed, for each teaching session, so there is a face to face visibility of the teacher's speech movements.
- Students with hearing loss cannot take notes while they watch the face of the teacher or a video. Arrange for copies of another student's notes or teacher notes.

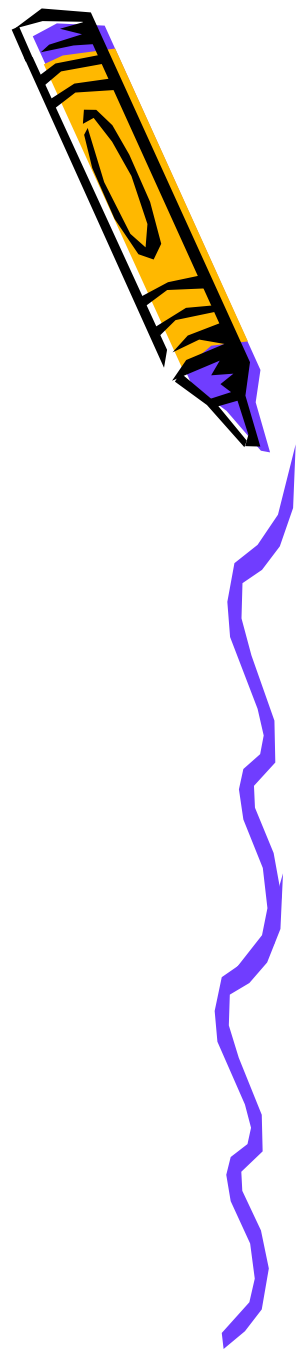


# More suggestions...

- Key words, expressions, phrases, new vocabulary and assignments should be written on the board as well as being explained orally.
- Care should be taken not to talk with one's face turned downward to read notes, or hidden by a book, hands, or turned to the wall.
- Avoid using a loud voice - talk in a natural manner. The louder the speaker talks, the more distorted the speech sounds become.
- Do not exaggerate your lip movement.
- Natural gestures, not exaggerated, supplement oral presentations.
- Students with hearing loss should be spoken to in full sentences. Rephrase sentences not understood. Avoid using single words. Use original sentence later if possible.



Questions?



Thank you in advance for being  
accommodating. Have a great  
school year!



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