## Accommodations and Modifications for Students with Hearing Loss

<table>
<thead>
<tr>
<th>Severity</th>
<th>Hearing/Classroom Difficulties</th>
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<tbody>
<tr>
<td>Minimal or Slight Hearing Loss</td>
<td>- Distinguishing soft/distant speech&lt;br&gt;- Responding to subtle cues in conversation&lt;br&gt;- Rapid-paced information/transition&lt;br&gt;- Distinguishing grammatical markers (possessive, plural, verb tense forms, etc.)&lt;br&gt;- Fatigues more easily; presents with immature behavior</td>
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<tr>
<td>(15-25 dB HL)</td>
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<td>Unilateral Hearing Loss</td>
<td>- Compared to peers with normal hearing-10xs greater risk for academic failure&lt;br&gt;- Localizing source of sound and filtering speech in noise&lt;br&gt;- Distinguishing and understanding speech in classroom environment (even when presented in the “good ear”)&lt;br&gt;- Distractible/less attentive and easily frustrated&lt;br&gt;- Not as confident and more dependent on others as compared to peers with normal hearing</td>
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<td>Mild Hearing Loss (25-40 dB HL)</td>
<td>- Can possibly miss 25-40% of speech signal without use of audiologic management&lt;br&gt;- Cannot “overhear” others’ conversations therefore misses passive learning opportunities&lt;br&gt;- 35-40 dB HL: can miss 50% of classroom discussion&lt;br&gt;- Cannot hear soft/distant voices and described as “daydreaming” or “not trying”&lt;br&gt;- Fatigues more easily due to effort taken to hear&lt;br&gt;- Unmanaged hearing loss can result in lagging behind at least 1 grade level</td>
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<td>Moderate Hearing Loss (40-55 dB HL)</td>
<td>- 50-75% of information missed in classroom situations&lt;br&gt;- Articulation and syntax deficits as well as limited receptive and expressive vocabulary&lt;br&gt;- Demonstrate immature behavior&lt;br&gt;- Deficits in communication and social skills&lt;br&gt;- If untreated by 4th grade these students are at least 2 grades below level</td>
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<td>Moderately-Severe Hearing Loss</td>
<td>- Unamplified-100% of classroom information is missed, cannot detect sound, cannot localize sound, cannot distinguish between environmental and speech sounds&lt;br&gt;- Academic deficits&lt;br&gt;- Language delays (including syntax deficits)&lt;br&gt;- Poor speech intelligibility&lt;br&gt;- Deficits in social skills</td>
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<tr>
<td>(55-70 dB HL)</td>
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<td>Severe Hearing Loss (70-90 dB HL)</td>
<td>- With amplification can detect speech and environmental sounds&lt;br&gt;- Requires technology to hear conversational speech&lt;br&gt;- Significant academic, language and social skills deficits&lt;br&gt;- Appears inattentive as looks to peers often to model what child should be doing&lt;br&gt;- Requires auditory language intervention to learn to communicate with others</td>
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<td>Profound Hearing Loss (90+ dB HL)</td>
<td>- Cannot detect speech vs. environmental sounds without amplification&lt;br&gt;- Verbal expression will not develop without the use technology&lt;br&gt;- Without use of technology or alternative modes of communication, child will not use a functional communication system to successfully communicate, primitive gestures will remain as primary mode of communication and learning will not occur</td>
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Resource:
Accommodations and Modifications for Students with Hearing Loss

Audiologic Management:
- FM system/hearing aids/CI/other technology

Communication/Teaching Strategies:
- Student seated close to point of instruction (this does not necessarily mean seated in the front of the classroom if point of instruction is in another location).
- Obtain student’s attention prior to speaking
- Directly face student when giving instructions (and in close proximity w/in 3-5 ft.)
- Speak slowly and clearly
- Simplify directions and check for understanding
- Repeat and rephrase in a less complex form if student appears to misunderstand
- Do not speak while back is to student (writing on board, walking around room, etc.)
- Keep hands away from face when speaking
- Use non-verbal language (body language, facial expressions, etc.) to highlight important information
- Provide student with adequate response time by pausing after instructions/questions
- Repeat information given by peers out of view or over PA system
- Increase length of time for assignment completion
- Signal when there is a topic change and give adequate response time for student to get and organize correct materials
- Signal when there are fire/tornado alarms, etc.

Teaching/Classroom Modifications:
- Pre-teach vocabulary and new concepts in one-on-one quiet environment
- Minimize copying by providing teacher outlines or copies of notes/lessons, PowerPoint presentations, etc.
- “Notebook” buddy to help student maintain adequate notes and fill in information he/she might have missed during instruction
- Use captioned videos/DVDs where possible
- Modify class schedule to reduce fatigue
- Use visual aids, graphic organizers, etc. as much as possible
- Provide multisensory learning opportunities
- Provide more time for assignment completion or modify length of assignments
- Have student use organizational skills (e.g. color code classes, organized folders/notebooks) and reading comprehension skills (graphs, pictures, graphic organizers, etc.)
- Allow drawn or written responses/tests rather than oral assignments/tests

Environmental Modifications:
- Attempt to reduce reverberation (carpets on floor, covering walls, etc.)
- Reduce extraneous background noise (shut door to eliminate noise from hallway, place carpets or tennis balls under chair legs to reduce squeaking, etc.)
- Avoid having student sit near competing noise sources (e.g. heating/AC vents, door to hallway, etc.)
- Avoid standing/sitting in front of a light source that may cause a shadow over your face making your mouth and facial expressions difficult for student to see

Resources: