

EUROPEAN SPEECH-LANGUAGE THERAPY DAY

6 MARCH 2011



**"HEARING
CHALLENGES
IN A NOISY
WORLD"**



Association of Speech
Language Pathologists



Speech Language
Department



www.aslpmalta.org

EFFECTIVE COMMUNICATION with an individual with a HEARING IMPAIRMENT



24 THINGS TO KNOW

1 Reduce background noise by using soft materials such as curtains, carpets/rugs, corkboards or posters on the wall.

2 Seat hearing-impaired students where there is an unobstructed view of the teacher and away from windows and noisy corridors.

3 When addressing the student, say his name first.

4 Lighting should be above or in front of you, never coming from behind you, e.g., standing in front of a window.

5 Try to repeat comments and questions asked by other students who will not be facing the student with a hearing impairment.

6 Use visual media (especially overhead projectors or PowerPoint) as much as possible; they are effective tools.

7 Try to use audiovisual material (e.g. DVDs, films etc) which are closed captioned.

8 Supply a list of technical terminology or specialized vocabulary to the student with a hearing impairment before the lesson (and to the interpreter if there is one).

9 Ensure that students with hearing impairments have received and understood important information like class cancellations, class relocation, assignments, and tests by stating the details in writing in a hand-out and on the whiteboard.

10 Be prepared to reword sentences when a student with a hearing impairment does not understand what is being said. Like most of us, persons with hearing impairments are not eager to draw undue attention to themselves. Therefore, they may smile in acknowledgment when in fact they may have not understood.



11 Check for understanding by asking the student questions that require a repetition of content rather than a yes or no answer.

12 Be objective when evaluating written materials from students with a hearing impairment.

13 When work is corrected within the classroom, give the student the answer sheet to correct his/her work.

14 Direct your remarks to the student with a hearing impairment, not to the note taker or interpreter. The student should have the option of watching both the speaker and the interpreter.

15 Face the class while speaking. Be sure that the student and the interpreter (if present) can see you while you lecture.

16 Avoiding lecturing or giving out procedural information while handing out papers, while facing the whiteboard and when students are retrieving material.

17 Investigate sound field and FM systems which allow a student to hear the teacher's voice directly and clearly. With an FM system, the barriers of distance, echo and noise are reduced. These can be used with hearing aids and cochlear implants.

18 Find out what most suitably works for the student by asking the student or his/her family. By changing a few small things it could make a world of difference.

19 Be aware that the student's hearing ability may fluctuate from day to day and hour to hour. Do not interpret these as the student is bored or tuning you out. Fatigue, background noise you are unaware of or health conditions (e.g. an ear infection) may be interfering. It is hard work straining to listen, understand and filling in the gaps. Visuals such as handouts, overheads, etc., provide breaks from listening.

20 Announcements made over public address systems are particularly difficult to understand. The student may need repetition to understand them.

21 Be aware that it is impossible to lipread and take notes at the same time.

22 Give the student a hearing buddy to help with assignments, papers, notes, etc. Rotating the buddy every week or month helps the student make friends and encourages social skills.

23 If a child is wearing a hearing aid, the teacher should check it and make sure that it is working properly before commencing to teach. One can ask the child's carers as to the checking procedure.

24 Keep in mind emergency evacuation procedures for a student with a hearing impairment.

Things You'll Need:
TIME
WILLINGNESS TO COMMUNICATE
PATIENCE



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