

Teacher's Edition

Important things in school life

for elementary, junior high, and high school students with hearing loss



20 tips to support them better

- They never say they're in trouble, but are they really okay?
- They are quiet and don't say much, but...
- Even if everyone is laughing, they aren't.
- Their grades have fallen in some subjects...
- It seems that they have some trouble with their friends...

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Introduction

In recent years, many children with some disabilities are learning together with children without disabilities in "inclusive education". Children with hearing loss are also increasingly receiving inclusive education, either with the use of hearing aids or cochlear implants, or without such devices (for having mild-moderate hearing loss or using sign language).

But their listening skill is different from those who with normal hearing, even if they seem to hear normally or they can speak clearly. Therefore, they face various problems in their school life, not only about listening but also learning, friendships, social activities, and so on. Children with unilateral hearing loss also face the same problems.

This pamphlet describes their listening ability and problems that encounter at school and shows how to support them to achieve better listening and communication. We hope that teachers in charge of them will read this book to deepen their understanding of the necessary accommodations and supports, and utilize it in the classroom and in activities inside and outside the school.

We hope that you will help them to make their school life wonderful.



1. Listening difficulties in children with hearing loss

Hearing level and listening ability

Level	Listening Ability
<input type="checkbox"/> Mild 25-40dB	Difficulty in hearing conversation in low voices, fast-pace or with noises Feel more fatigue in listening
<input type="checkbox"/> Moderate 40-70dB	Often miss conversations at a normal volume It can be quite difficulty in hearing amidst background noise, such as on public transportation.
<input type="checkbox"/> Severe 70-90dB	Hardly audible unless loud voices or with hearing aids Difficulty even in face-to-face conversations without hearing aids
<input type="checkbox"/> Profound 90dB-	Can hardly hear everyday sounds or loud voices close to the ear Cochlear implantation may be adopted. Often uses or combines with visual information (lip reading, sign language)

Hearing in children with hearing loss

Everyone has different hearing and listening abilities. As for the means of communication, some children use listening and speaking, while others rely mainly on visual information represented by sign language.

Their listening ability is not as same as that of normal-hearing children, even with hearing aids or cochlear implants.

How is their hearing?

- Can hear sounds but difficult to distinguish words correctly**
- Difficulty in hearing, especially under noise or at a distance**
- Need concentration/effort for listening**

Hearing aids, cochlear implants, and other devices can compensate for hearing to some extent, but they have difficulty in listening and cannot always clearly distinguish or understand words, although they can hear sounds.

What can we do for their better listening?

They can hear more clearly what is being said one-on-one, in a quiet place, and at close range.

Conversations with multiple people, in noisy places, and from a distance are difficult to listen.

Children with hearing loss often have difficulty in getting information in school life, e.g. **off-campus learning, group discussion, in-school announcements.**

I'm having trouble with these things...

- I cannot hear what is being said when people are talking at once.
- I can't hear what is said from a distance.
- I don't notice when someone calls out to me from behind.
- Loud voices sound too loud.
- During a general meeting, if the microphone volume is too loud, the sound echoes and my head hurts.



What accommodations and measures should be taken?

The following seven tips are measures that are common to all situations. Please start with one of them first!



Tips for Accommodations and Support

- ① **Speak only when the room is quiet**
- ② **Speak face to face**
- ③ **Show your mouth for their lip-reading**
- ④ **Speak slowly, clearly and without breaking the rhythm**
- ⑤ **Call attention before talking**
- ⑥ **Restate what others say, whether they are far away or nearby**
- ⑦ **Use visual information (boards, tablets, handouts, etc.)**



Adopt "a way of speaking and environment that makes it easier to listen to a foreign language".



2. Tips for dealing with specific situations

— Problems in school life and necessary support —

We classify difficulties for children with hearing loss to **(I)Classes, (II)Subject learning and (III)Friendships**, and list problems likely to occur and the necessary accommodations and support to improve them. From our survey, we also edited the real children's voice, what the children with hearing loss feel in daily school life.

(I) Classes

Problems/Difficulties

- Difficult to listen to and understand the lecture completely
- Hard to keep up with the flow of the class
- Difficult to hear the friends' presentations
- Unable to discriminate the discussion in group discussion

I'm having trouble with these things...



- I have difficulty hearing what the teacher says while writing on the blackboard.
- Background noise or loud voices make it uncomfortable for me to hear.
- I often miss sudden questions.
- I'm not confident with my answer.



Tips for Accommodations and Support

- ⑧ **Arrange seats to improve listening, taking into account the person's better ear.**
- ⑨ **Nominate a student, then tell his or her what the question is. (Do not ask the question first)**
- ⑩ **Utilize signs such as visual pointing, gestures, cues, etc., especially in remote locations**
- ⑪ **Finish writing on the board, turn your face to the front, and then speak**
- ⑫ **Ensure information is also shared visually during group**



Topics

New coronavirus infectious disease (COVID-19) measures

They may not understand what you're saying when you're wearing a mask!!

We have taken some prevention measures against COVID-19, including wearing masks, ensuring social distance, and opening windows and doors for ventilation. However, a great number of people with hearing loss have communication problems under these measures, as follows.



① **When wearing a mask**

Conversations in large groups are particularly inconvenient, but conversations in small groups can also be difficult to hear. Since they cannot see the mouth and cannot read the shape of the mouth, they are unable to use a combination of reading and speaking.

② **In public places, when social distancing is maintained**

It is especially difficult to hear when there is noise or distance between people.

③ **During online classes**

Many people with hearing loss find it difficult to listen and re-listen what they have heard.

Although it is a tremendous hindrance to hearing in those with more severe hearing loss, even people with mild hearing loss or unilateral hearing loss have difficulty hearing.

Under such measures for infections, it is important to consider the way you speak and use visual information together.

Please try to incorporate the items listed as tips.

(II) Subject Learning

Problems/Difficulties

- Their listening skill is particularly disadvantageous in some subjects.
- It can lead to a decline in academic performance.

It is reported that about 40% of children with hearing loss delay academic achievement for their grade level.

Since the problems that arise in each subject are different, it is necessary to choose support method that suits each.

Particularly difficult subjects and their details

□ Foreign Languages

Listening>Speaking (pronunciation)>Reading>Writing

Listening and speaking can be particularly challenging because of the difficulty in discerning subtle differences in pronunciation.



□ Music Scale, tone, pitch or rhythm

Children with severe or profound hearing loss have difficulty distinguishing subtle differences in sounds, which puts them at a particular disadvantage when it comes to singing. They may experience discomfort and difficulty in perceiving instrumental sounds due to echoes and background noise.

□ P.E.

Distance is required in playing many sports, which poses challenges for children with hearing loss in hearing instructions. Additionally, some children remove their hearing aids or cochlear implants during certain sports such as swimming or contact sports. However, it is important to remember that they can still enjoy participating in sports!



□ Reading/Writing

Sometimes delays in vocabulary, grammar, and reading or writing comprehension and some other skill.

□ Mathematics

Difficulty in grasping the story questions, abstract concepts, etc.



I'm having trouble with these things...

- I don't like reading text aloud.
- Listening to a native speaker's voice is difficult.
- I want you to exempt me from the listening test.
- The sound of cymbals, drums, and zithers is too loud.
- I can't distinguish the rhythm, tempo, so I can't keep up with the others in dancing.
- I can hardly hear in swimming, because I have to take off my hearing aid/cochlear implant.
- I don't understand the instructions during tests.
- I would like individual attention in some subjects.



Tips for Accommodations and Support

14 Understand the limitations of listening

Discrimination of pronunciation, pitch, and rhythm is unavoidable, so please refrain from pointing out details.



15 Identify their weak subjects/areas and assess them individually if necessary

Reasonably exempt individuals from certain tests, e.g. listening or singing tests, and provide individualized assessments

16 Consider providing individualized instruction in the case of learning delays

Take actions before delays become excessive
Intervene in collaboration with audiologists and deaf children's



(III) Friendships

Problems/Difficulties

- Unable to keep up with casual conversation and small talk
- Hard to engage in conversation
 - Can be misunderstood as "not being in the mood" or "not being able to understand the situation or context" etc.
- Learn self-esteem and self-advocacy skill
- Not knowing how to inform friends about their hearing
- Friends do not understand and his/her hearing loss
 - Communication problems
 - Can be excluded from social circles and potentially being bullied

Children with hearing loss who have poor listening comprehension or language development challenges are more likely to have problems building relationships with those around them. One of the reasons for this may be that they look at their lips to listen and do not have time to look at facial expressions.

Not only children with bilateral hearing loss but also those with unilateral hearing loss often have problems with friendships, which may become more serious in junior high and high school. Many children with hearing loss experience psychological instability, behavioral problems, and interpersonal problems, especially during adolescence.

Some children may stop attending school due to psychological factors such as feelings of alienation and stress.



I' m having trouble with these things...

- I have difficulty in listening to conversation and small talk.
- It is difficult for me to hear back many times and difficult to enter into a conversation.
- I have unilateral hearing loss and cannot hear when someone speaks to me from the side I cannot hear.
- I make up a smile without being able to hear.
- I cannot share my problems with others.
- People around me do not understand me.
- I can be perceived as ignoring those around me even though I can't hear them.
- Friends make fun of my pronunciation.
- I feel alienated.
- I have been bullied.



Tips for Accommodations and Support

- 17 Providing information to classmates (hearing aids/cochlear implants, hearing ability, necessary accommodations)**
Especially in adolescence, they may be reluctant to receive special assistance. Please explain according to their intentions.
- 18 Many people around them should understand their difficulties and necessary support.**
Having people who understand them and support their difficulties or listen to their worries is essential for their growth.
The existence of friends with hearing loss also helps to reduce psychological problems.
- 19 Consultation with specialists as needed (otolaryngologists, audiologists, pediatricians, psychiatrists, clinical psychologists, etc.)**
- 20 It is also necessary for them to practice "to tell people around them about their inconveniences so that they can receive accommodation and support."**



3. Accommodations and support

① Consider the way you speak

It is easier to understand if you speak slowly and clearly without losing the rhythm of your words.



② Adjust the environment to make it easier to hear



We hope that you will devise a way to talk as close to the conditions of "one-on-one," "quiet place," and "close proximity" as possible. When there is noise, please make the room quiet before speaking. It is also important to speak from the front direction and to ask questions after calling attention.

③ Use visual information together

It is proactive in using the board, tablet, or handouts. Utilizing signs (visual pointing, gestures, cues, etc.) are also significant especially in remote locations



Making eye contact and then starting a conversation or question is another visual cue.

④ Find out what he or she wants you to do

So far, we have described general accommodations and supports. However, since the degree of hearing loss, age, and situation differ for each child with hearing loss, there are differences in the accommodations and support needed. We would like to ask that the individual child and his/her parents/guardians discuss "what kind of devices they would like to see in what situations" and the teachers discuss "what kind of methods are available to cope with the situation" and decide on the direction of support by reconciling their respective situations and intentions.



Some children with hearing loss in elementary, middle, and high school may find it difficult or unwilling to tell us themselves what is difficult or what they want us to do. However, in the future, they will need to learn the skill of communicating their needs for support to others (self-advocacy). It is important to be involved in helping them acquire such skills.

⑤ Support with people from all walks of life



It is desirable for many people to be involved in supporting children with hearing loss, rather than just the parents and homeroom teacher understanding and lending a helping hand. By assigning a support person, providing support in the area of learning, and having a specialist approach the psychological burden of children with hearing loss, we can provide support from a variety of perspectives to suit the needs of each child and increase the likelihood that school life will become easier.

We, otolaryngologists and audiologists, would like to support children with hearing loss together with teachers, so please feel free to contact us if you have any questions.

The most important thing is to “praise and develop their strengths and build their confidence”.

Summary

Problems faced by children with hearing loss and countermeasures

		Countermeasures for Hearing Loss	Intervention and Support	Understanding of surroundings
Audibility	Infancy	Hearing Aid Cochlea Implant	Language Training	Limitations of Hearing Learning Difficulties
Language Development	School Age	Noise Suppression Use of Visual Information	Support for Subject Learning	
Academic Ability	Puberty		Psychological Support	Psychological Problem
Sociality			Self-Advocacy	
To Society	Adulthood		Employment Assistance	

Epilogue

When we see children with hearing loss in the hospital, we often ask them, "Do you have any problems?", and then they often answer, "Nothing in particular". But actually they have various problems or concerns in their school life, particularly inclusive education. Of course, most of the children with or without hearing loss experience some problems during their development and growth. However, children with hearing loss often feel stress in their daily lives, unnoticed by those around them.

We hope that this pamphlet will help teachers to give appropriate accommodations and support to children with hearing loss.

Although the problems and concerns of each individual student vary, we hope that children with hearing loss will be able to have high self-esteem and spend their time thinking, "Learning is fun" and "School life is fun".



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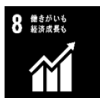
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We support the Sustainable Development Goals

