SENSORY SUPPORT
(HEARING IMPAIRED)

Hearing Impaired Children in
Key Stage 1 & Key Stage 2
OUR SERVICE

SENSORY SUPPORT (HEARING IMPAIRED)

Riverside Centre
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Staff from this Service have written the booklets in this series.

NB: In this series of booklets for ease of reading, the child will be referred to as 'he' rather than 'he' or 'she'.

USEFUL INFORMATION

Teacher of the hearing impaired

ENT Consultant

GP

Health Visitor

Educational Psychologist
SOME USEFUL ADDRESSES

DELTA (Deaf Education Through Listening and Talking)

North Region co-ordinator:

Celia McAllister
28 Minster Avenue
BEVERLEY
East Yorkshire
HU17 0NL

Tel: 01482 867111
Website: www.deafeducation.org.uk

NDCS (National Deaf Children's Society)

15 Dufferin Street
LONDON
EC1Y 8PD

Tel: 0170 2500125 (voice + text)
E-mail: helpline@ndcs.org.uk
Website: www.ndcs.org.uk

The Tyneside Branch secretary is:

Mr Iain Simpson
8 Monkhouse Avenue
TYNEMOUTH
NE30 3QJ

Tel: 0191 2580658 (voice + text)

INTRODUCTION

This booklet is aimed at offering information and advice in helping hearing impaired children achieve their full educational and social potential within school.

Hearing impaired children need to experience the natural language of adults and their peers and they usually benefit from placement in their local school, receiving the same educational opportunities as children from their own area.

HEARING LOSS

Hearing loss varies in severity and type.

A Sensori Neural hearing loss, sometimes called 'nerve deafness', ranges from a mild to a profound loss and usually does not alter. Hearing aids are usually prescribed and, if found necessary, an FM system is issued.

A Conductive hearing loss ranges from a mild loss to a severe loss and can often be treated medically. Hearing aids are sometimes, but not always, prescribed.
WHO WILL HELP?

A NUMBER OF PEOPLE. A teacher of the hearing impaired will be monitoring the progress of the child. This may involve making visits to your school on an occasional basis or perhaps more regularly, such as once or twice per week according to need.

The teacher will advise you on aspects of the child’s development, contribute to assessment procedures and explain about hearing aids and the implications of their use.

If recommended, a Special Support Assistant may be appointed to support the child in class. Some children receive specialist support from a SALT (Speech and Language Therapist). The Educational Psychologist may be involved at various stages of the child’s education.

DOES HE NEED EXTRA ATTENTION?

YES. A hearing impaired child with appropriate hearing aids which are well maintained and correctly monitored can acquire language if given good language experiences and opportunities to listen.

He may need help with care and maintenance of equipment and he will benefit linguistically from extra opportunities to interact with an adult during classroom activities. He may also need extra attention with reference to understanding and carrying out teacher instructions. He should be helped to take full advantage of his experience of sound, such as in listening games and music.

FURTHER READING

The Hearing Impaired Child in the Ordinary School
Webster A (1985) Croom Helm

Deafness Development and Literacy
Webster A (1986) Methuen

Children with Hearing Difficulties
Wood D & Webster A (1989)
CONCLUSION

With the appropriate amount of help, most hearing impaired children will be able to benefit from the same educational opportunities as their peers.

A member of the Service to Hearing Impaired Children will be available to provide support in developing learning materials and teaching strategies to enable the child to participate fully in the curriculum and to demonstrate his attainment in each subject.

INTERACTION is an important concept. The child learns best when he is an active participant and development will result from his own problem solving. However, it is only through interaction with others that he will make real progress.

WHAT HE CAN DO WITH HELP TODAY, HE MAY BE ABLE TO DO ALONE TOMORROW.

CONTINUING LANGUAGE DEVELOPMENT

The child with a more severe hearing loss might still be at a relatively early stage of language acquisition when he enters school and from this point onwards he may have the double task of learning language and the content of the curriculum.

Language is best CAUGHT BY an active child and not TAUGHT TO a passive one.

WHAT CAN WE DO TO MAINTAIN LANGUAGE ACQUISITION?

The following strategies may be of help in facilitating continued language acquisition when talking with the hearing impaired child in school. These should not be regarded as separate tasks but rather as an approach to negotiating normal curriculum activity.
**LANGUAGE DEVELOPMENT STRATEGIES**

1. Create a shared context for conversation, preferably based upon activities which are relevant and meaningful.

2. Comment on the child's activity, showing interest in what he is doing and helping him to explore a topic further.

3. Talk WITH, not AT, the child. Facilitative conversation is founded on the sharing of meaning.

4. Encourage the child to question and to initiate dialogue.

5. Help to sustain the conversation by such supporting comments as 'Hmm, that's interesting', 'Oh', 'Yes', 'Really'.

6. Expand, clarify and restate the child's intended meaning.

7. Include some of the child's contribution in what you say to ensure continuity across conversational turns.

8. Listen to what the child says, allow him time to take his turn, try not to dominate.

9. Make personal contributions - 'I had a surprise today', 'My dog's not like yours'.

**LATER YEARS**

As the child begins to experience an increasingly differentiated curriculum it is important that the staff concerned are able to coordinate their efforts in preparing, implementing and following up course material.

The hearing impaired child and his supporting staff may need access to more written material than normal. Lesson summaries and plans of subject content should be available beforehand if possible and important information should be highlighted. This provides a framework of reference for the child to guide him through long oral lessons or reading texts.

Care should be taken to ensure that the child understands the carrier language of a subject so that he is able to access, and demonstrate his competence in, the subject *per se* rather than the English language.

The older child will benefit from tuition in study skills so that he is confident about locating and extracting information and also expressing himself in a manner appropriate to the subject.

Attention should be paid to the timing of activities during the week. A lesson of crucial importance should not be delivered at a time when no support is available and a complicated homework task should not be issued minutes from the end of the day when there is no time to discuss it.
9. When there is a class or group discussion, try to act as a focal point for contributions by repeating or paraphrasing what has been said and also summarising from time to time.

10. Encourage a sympathetic friend to assist the hearing impaired child with directions, procedure etc.

**READING AND WRITING - LANGUAGE IN SCHOOL**

The COLLABORATIVE approach to early language acquisition, where the indulgent adult supports the child in his efforts to master the system, is also recommended in matters of literacy. Reading and writing should be shared experiences where the adult and child together reconstruct meaning through text.

The following strategies may prove helpful in developing reading skills:

1. Read with the child to begin with, pointing to the text and praising any guesses he makes.

2. Encourage him to predict events from experience - of other stories or of reality.

3. Encourage him to use clues such as letter shapes and sounds, pictures, story context and sentence structure.

4. Supply a word if the thread of a story is likely to be lost.

5. Correct his reading errors only if the meaning is likely to miscarry.

6. Praise good guesswork by confirming, rephrasing and expanding on what he has discovered.

7. Take turns with him to read portions of text.

8. Encourage him to read with other children and adults.

9. Aim to keep meaning flowing with as few interruptions as possible.
10. Read little and often, providing opportunities for the child to choose books which he can enjoy in a relaxed but positive way.

The child's prior experience of listening to stories, sharing books with adults and general use of language will inform his efforts in WRITING. Early writing is best motivated by recently experienced exciting events, stimulating stories and doing and seeing important and relevant things. The Home-School Diary is an excellent resource for reading and writing. It helps to ease communication between school and home life and it shows that text has a real function. A personal word bank may be useful and at the simplest level it is best to discuss what the child wishes to say and then either write it down for him to copy or initiate emergent writing.

A severely hearing impaired child may need to collaborate with an adult for a long time before independent writing is produced. Sentences can be provided with gaps to fill, with or without words to choose from, or complete texts can be created jointly through discussion, drafting and revision. The word processor is particularly well suited to this activity.

WHAT CAN WE DO TO HELP MAKE INCLUSION WORK?

The hearing impaired child is simply a normal child with a hearing loss. He lives in the same world as his hearing peers and so must learn and conform to the same rules of conduct. The following strategies will help the child to receive the greatest benefit from your teaching.

1. Position the hearing impaired child with the main source of light behind him and with a clear view of the teacher and most of the other children - such as at the window side, half way down the room.

2. Try not to wander about the room while addressing the class.

3. Try not to speak while facing the whiteboard.

4. Do not shout, exaggerate lip movements or slow down your speech - normal delivery is easier to understand.

5. Your opening remarks should not be missed - ensure that you have the hearing impaired child's attention before you start.

6. At a suitable juncture check understanding of the main points.

7. Try not to subject the hearing impaired child to long periods of continuous listening without visual content, practical example or concrete experience.

8. If the child appears not to understand you, rephrase the message.