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While the term "hearing impairment" is often used generically to describe a wide range of hearing losses including deafness, the regulations for IDEA define hearing loss and deafness separately. In contrast, a child with hearing loss can generally respond to auditory stimuli, including speech. Department of Education reports 5., students receiving special education services in the school year. Of that number, roughly 1. Characteristics There are four major types of hearing loss that are categorized by the site of the disorder in the auditory system. Conductive Hearing Loss is caused by damage or obstruction in the external or middle ear that disrupts the efficient passage or conduction of sound through those chambers. Sensorineural Hearing Loss is caused by damage to the inner ear cochlea or auditory nerve that transmits impulses to the brain. Sensorineural hearing loss tends to be more severe, permanent, and usually affects oral language development. Mixed Hearing Loss is a combination of both a conductive and a sensorineural hearing loss. Central Hearing Disorders are the results of a disorder or dysfunction in the central auditory system between the brain stem and the auditory cortex in the brain. It is useful to know that sound is measured by its loudness or intensity measured in units called decibels, dB and its frequency or pitch measured in units called hertz, Hz. Impairments in hearing can occur in either or both areas and may exist in only one ear or in both ears. Hearing loss is generally described as slight, mild, moderate, severe, or profound, depending upon how well a person can hear the intensities or frequencies most greatly associated with speech. Generally, only children who cannot hear sounds generating less than 90 decibels dB are considered deaf for the purposes of educational placement. Impact on Learning Variations in causes, onset, degree, and type of hearing loss, as well as family and educational situations, result in a widely diverse hearing impaired population. However, students with auditory impairments characteristically experience significant issues with regard to social and intellectual development, speech and language, and educational achievement. Social-emotional development in children with hearing impairments follows the same developmental pattern as those without a hearing loss. However, since social-emotional development relies so heavily on communication, the student with a hearing impairment may not participate in cooperative play or learning activities. Without a common communication system, the ability to develop friendships is negatively impacted. Research has determined that individuals with hearing impairments have normal cognitive ability, in the absence of any coexisting disability. Any difficulties in performance appear to be closely associated with speaking, reading, and writing the English language, not the level of intelligence. Speech and language skills are the areas of development most severely affected for those with a hearing impairment, particularly for children who are born deaf. For individuals with mild or moderate hearing loss, the effect may be minimal, especially with early diagnosis and treatment. Children with more profound hearing impairments and deafness are unable to access auditory feedback, impairing the normal development of speech and language. The educational achievement of students with hearing impairments may be significantly delayed in comparison to that of their hearing peers. Students with a hearing impairment have considerable difficulty succeeding in an educational system that depends primarily on the spoken word and written language to transmit knowledge. Teaching Strategies Students with auditory impairments are provided special education services by a variety of professionals. These include the following specially trained individuals: Audiologists are professionals who diagnose, treat, and manage individuals with hearing loss. Teachers of the Hearing Impaired are specially trained educators who provide educational support to the student, the family, and other educators. Speech-Language Pathologists provide treatment for speech and language disorders. Interpreters are specially training individuals who relay to the student anything that is said in the class by employing communication processes such as repetition, sign language, fingerspelling, body language, and verbal expression. Children who are hearing impaired will find it much more difficult than children who have normal hearing to learn vocabulary, grammar, word order, idiomatic expressions, and other aspects of verbal communication. By the age of four or five, most children who are deaf are enrolled in school on a full-day basis and practice special work on communication and language

development. It is important for teachers and other professionals to work together to teach the child to use his or her residual hearing to the maximum extent possible, even if the preferred means of communication is some type of visible communication. Other specific strategies and services include: Hearing Aids and Auditory Training Devices: Hearing aids are one of the most well-known types of devices used by individuals with hearing impairments. There are a great variety of hearing aids, but all are intended to amplify sound. Auditory training devices include devices such as FM systems. FM systems are more simplistic than hearing aids. To use a FM system, the teacher speaks into a microphone and the student would use headphones or speakers. There are many special software programs for students with hearing impairments. The programs can supplement instruction by providing speech drills, auditory training, sign language instruction, and reading and language instruction. Many everyday devices have been adapted for individuals with hearing impairments, including items such as watches, doorbells, fire alarms, school bells, and alarm clocks. Instead of using noise, these devices use vibration and light to alert the individual. Televisions are equipped with the ability to provide captioning for individuals with hearing impairments. Closed-captioning makes television and film accessible for individuals with hearing impairments. In order for individuals with hearing impairments to communicate using the telephone, they may use a telecommunication device for the deaf TDD. A TDD is a small keyboard with a display and modem. In order to use the TDD, the individual must relay information to an operator. Text messaging has recently become a very useful avenue for individuals with hearing impairments to relay messages without using the TDD. The cochlear implant is a surgically implanted device designed to make sounds audible for individuals with sensorineural hearing loss. Organizations Texas School for the Deaf The Texas School for the Deaf provides educational and related services to students who are deaf and hard of hearing at their residential campus in Austin. In addition to serving its residential students, TSD serves as a resources center on deafness for students, parents, professionals, and others throughout the state.

## Chapter 2 : How hearing loss affects school performance

*Learning disabilities and deafness sometimes get mixed up Many learning disabilities affect how a child speaks, writes or does math. But deaf children are often behind schedule for learning some of these skills.*

The term "deaf" is used here to refer to both deaf and hard-of-hearing people. In their writing, they often make vocabulary and structural errors that include omitting or confusing articles, prepositions, and verb tense markers, and they have difficulty with complex structures such as complements and relative clauses Swisher, Having limited literacy skills acts as a barrier for deaf people in the workplace. They often have had limited opportunities at school for vocational training. They also may have difficulties communicating with hearing co-workers and poor performance on work-related reading and writing tasks. Because of these factors, deaf adults in the workplace often find themselves confined to low-level jobs. This digest offers possible explanations for these difficulties and describes new approaches in deaf education that show promise for improving the literacy skills of deaf adults. Reassessing Sources of Literacy Difficulties For centuries, deafness was considered a pathological condition. However, following the groundbreaking work of William Stokoe and others, there has been a growing trend away from a pathological definition of deafness Wixtrom, ; Woodward, Most educators and researchers in the field of deafness now believe that deaf people share similar language backgrounds and literacy challenges with other linguistic minority groups. Linguistic differences One of the primary causes of difficulty with English literacy is that English is a language that deaf people have not heard or have heard only in a limited way. Thus, for them, American Sign Language ASL or another form of manual communication is the most accessible language because of its visual properties. As Charrow points out: It is not the inability to hear that causes the most persistent problems of prelingually deaf persons, but the enormous constraints that that inability puts upon the learning and use of the societal language. American Sign Language, the primary language of many deaf people, is now recognized by linguists as a complete, legitimate language with complex grammatical structures and extensive vocabulary. However, ASL is clearly a minority language in a majority culture that tends not to understand or respect sign language. Despite the legitimacy of ASL, many deaf people grow up with ambivalent attitudes toward their own language, often feeling "inferior to hearing persons" Kannapell, , p. This ambivalence extends to English as well. Because of the need to communicate with the non-signing public and to function in an English-literate society, most deaf adults believe that English literacy is important. Still, many hold an equally strong belief that they are unable to master it. For a summary, see McAnally et al. Many educators today, however, argue that these approaches have been woefully inadequate e. Remedial approaches, which have focused on pattern practice, vocabulary lessons, and teaching explicit rules Charrow, , break language into parts and do not allow English to be used in the natural way that it is acquired by hearing individuals. By adulthood, many deaf learners have had years of failure and frustration with learning to read and write in English. Current Approaches to Literacy Development At the same time that they may experience frustration and failure, most deaf adults understand the need to be literate in English. As well as being crucial to success in the work world, written English is often the only way they have to communicate with a non-signing public. Recent, innovative educational approaches show promise for reversing the cycle of failure. Space allows only mentioning these approaches briefly, but the references cited provide ample information about them. Some have been used so far primarily with children, but may be effective with adults as well, with appropriate modifications. Deaf adults develop literacy differently than do their hearing peers. The above instructional approaches, which a are student-centered, b require meaningful use of both ASL and English, c incorporate and build on the language and cultural backgrounds and actual home and workplace issues facing deaf adults, and d use creative visual means to teach reading and writing, promise to make the educational process more meaningful, positive, and successful for deaf learners. The use of these approaches for developing the literacy skills of deaf adults needs to be carefully documented and the degree of success determined. Academic achievement among hearing impaired students: Using closed-captioned television to teach reading to adults. Reading Research and Instruction, 28 4 , The written English of deaf adolescents. The nature, development, and teaching of written

communication. Using interactive videodiscs for bilingual education. *Perspectives*, 8 5 , *American Annals of the Deaf*, , Whole language strategies for ESL students. A bilingual, bicultural approach to teaching English. Principles for achieving access in deaf education. Gallaudet University Research Institute. The effects of using stigmatized language. *Perspectives and options*, pp. The grammaticality of manual representations of English in classroom settings. *Perspectives*, 7 1 , Language learning practices with deaf children. Typing on the phone: How the deaf accomplish TTY conversations. *Sign Language Studies*, 36, Voices from a culture. Perspectives on using American Sign Language to teach English as a second language. Students and teachers writing together: Perspectives on journal writing. Making connections between speech and writing. *Topics in Early Childhood Special Education*, 3 4 , Closed captioned television for adult LEP literacy learners. National Clearinghouse on Literacy Education. ED Staton, J. A guide for using dialogue journals with deaf post-secondary and secondary students. *Studies in Linguistics, Occasional Papers*, No. The language learning situation of deaf students. Computer-assisted learning for the hearing impaired: An interactive written language environment. Two views of deafness. *The Deaf American*, 38 1 , RI, The opinions expressed in this report do not necessarily reflect the positions or policies of ED. This document is in the public domain and may be reproduced without permission.

## Chapter 3 : Definition of "Deafness" Under IDEA | Resources for Parents & Teachers

*The Education Resource Center on Deafness provides information, referrals, resources, workshops, summer programs, distance learning, and interpreter training for students, families, and professional service providers.*

**Key facts** Around million people worldwide have disabling hearing loss 1 , and 34 million of these are children. It is estimated that by over million people will have disabling hearing loss. Hearing loss may result from genetic causes, complications at birth, certain infectious diseases, chronic ear infections, the use of particular drugs, exposure to excessive noise, and ageing. Interventions to prevent, identify and address hearing loss are cost-effective and can bring great benefit to individuals. People with hearing loss benefit from early identification; use of hearing aids, cochlear implants and other assistive devices; captioning and sign language; and other forms of educational and social support. It is estimated that by over million people “ or one in every ten people “ will have disabling hearing loss. Disabling hearing loss refers to hearing loss greater than 40 decibels dB in the better hearing ear in adults and a hearing loss greater than 30 dB in the better hearing ear in children. The majority of people with disabling hearing loss live in low- and middle-income countries. Approximately one third of people over 65 years of age are affected by disabling hearing loss.

**Hearing loss and deafness** A person who is not able to hear as well as someone with normal hearing “ hearing thresholds of 25 dB or better in both ears “ is said to have hearing loss. Hearing loss may be mild, moderate, severe, or profound. It can affect one ear or both ears, and leads to difficulty in hearing conversational speech or loud sounds. People who are hard of hearing usually communicate through spoken language and can benefit from hearing aids, cochlear implants, and other assistive devices as well as captioning. People with more significant hearing losses may benefit from cochlear implants. They often use sign language for communication.

**Causes of hearing loss and deafness** The causes of hearing loss and deafness can be congenital or acquired. Congenital causes Congenital causes may lead to hearing loss being present at or acquired soon after birth. Hearing loss can be caused by hereditary and non-hereditary genetic factors or by certain complications during pregnancy and childbirth, including: Acquired causes Acquired causes may lead to hearing loss at any age, such as: Among children, chronic otitis media is a common cause of hearing loss. Spoken language development is often delayed in children with unaddressed hearing loss. Unaddressed hearing loss and ear diseases such as otitis media can have a significantly adverse effect on the academic performance of children. They often have increased rates of grade failure and greater need for education assistance. Access to suitable accommodations is important for optimal learning experiences but are not always available. Social and emotional impact Exclusion from communication can have a significant impact on everyday life, causing feelings of loneliness, isolation, and frustration, particularly among older people with hearing loss. This includes health sector costs excluding the cost of hearing devices , costs of educational support, loss of productivity, and societal costs. In developing countries, children with hearing loss and deafness rarely receive any schooling. Adults with hearing loss also have a much higher unemployment rate. Among those who are employed, a higher percentage of people with hearing loss are in the lower grades of employment compared with the general workforce. Improving access to education and vocational rehabilitation services, and raising awareness especially among employers about the needs of people with hearing loss, will decrease unemployment rates for people with hearing loss. Prevention Overall, it is suggested that half of all cases of hearing loss can be prevented through public health measures. Overall, preventable causes of childhood hearing loss include: In infants and young children with hearing loss, early identification and management through infant hearing screening programmes can improve the linguistic and educational outcomes for the child. Children with deafness should be given the opportunity to learn sign language along with their families. Pre-school, school and occupational screening for ear diseases and hearing loss is an effective tool for early identification and management of hearing loss. People with hearing loss can benefit from the use of hearing devices, such as hearing aids, cochlear implants, and other assistive devices. They may also benefit from speech therapy, aural rehabilitation and other related services. The lack of availability of services for fitting and maintaining these devices, and the lack of batteries are also barriers in

many low-income settings. Making properly-fitted, affordable hearing aids and cochlear implants and providing accessible follow-up services in all parts of the world will benefit many people with hearing loss. People who develop hearing loss can learn to communicate through development of lip-reading skills, use of written or printed text, and sign language. Teaching in sign language will benefit children with hearing loss, while provision of captioning and sign language interpretation on television will facilitate access to information. Officially recognizing national sign languages and increasing the availability of sign language interpreters are important actions to improve access to sign language services. Encouraging organizations of people with hearing loss, parents and family support groups; and strengthening human rights legislation can also help ensure better inclusion for people with hearing loss. WHO response WHO assists Member States in developing programmes for ear and hearing care that are integrated into the primary health-care system of the country. In , the 70th World Health Assembly adopted a resolution on the prevention of deafness and hearing loss. This resolution calls upon Member States to integrate strategies for ear and hearing care within the framework of their primary health care systems, under the umbrella of universal health coverage. It also requests WHO to undertake a number of actions for promotion of ear and hearing care at global level, including many of those noted above.

ShareCompartir What should you know? A hearing loss can happen when any part of the hearing system the brain, the auditory nerve, or the ear is not working in the usual way. Hearing loss can vary greatly among people and can be caused by many things. See what you think about kids who have a hearing loss. Take the Fact Checkup! Think about some questions to ask. Check out some quick facts. Check out some great websites to help you learn more. Find out about people you can read about to help with your Quest. Learn about movies and books that can give you information. Check out your school and neighborhood. Now see if your attitudes have changed. Take the Fact Checkup again. The earlier children with hearing loss start getting services, the more likely they are to reach their full potential. Some things to think about! What are some things that will help me understand what hearing loss is all about? If a child cannot hear, how does he or she talk with other kids? What is sign language and is it easy to learn? How can I learn to communicate with kids who are deaf? What is a hearing aid or cochlear implant and how does it help some people who are deaf? Can you think of more questions to help you in your Quest? Remember, these facts will only give you basic information. Hearing loss in children. What are we talking about? Try this experiment to see if you can understand hearing loss better. American Sign Language, like all other languages, has an interesting background in culture and history. Many deaf people came to the school. The deaf children had been signing at home and brought some signs and gestures with them. It is interesting that Clerc had a hearing loss but Gallaudet did not. Most babies have a hearing screening soon after birth, usually before they leave the hospital. Each year in the United States U. The cause of hearing loss for many babies is not known, and hearing loss can go unnoticed for years if the baby missed the hearing screen at the hospital.

### Chapter 5 : How hearing impairment or deafness may affect learning and inclusion

*Deafness and Learning: A Psychosocial Approach (Wadsworth series in special education) [Hans G. Furth] on www.nxgvision.com \*FREE\* shipping on qualifying offers. Chronicles the social and educational problems that trouble deaf individuals from infancy to adulthood.*

Pin By Marilyn L. Weber Imagine trying to learn a lesson in a classroom trapped inside of a clear sound-proof box. So much so that their challenges in the classroom are all too often over-looked. With that being the case, here are 10 challenges that deaf and hard-of-hearing students face in the classroom, along with guidelines for teachers on how to mitigate them: Acoustics are often a problem in the classroom, but luckily there are several ways to solve this challenge. This will allow the students to see who is speaking, and participate fully in the conversation. Hearing aids can pick up and amplify all outside sounds – making it impossible to understand what is happening inside of the classroom if you place a student by a window. Be mindful that if there is carpet in the room – it helps with the distinction of sounds versus hardwood floors, allowing sounds to bounce around and become overwhelming. Fluorescent lights emit a special sound that interferes with hearing aids and cochlear implants, making it even more difficult when trying to distinguish what peers or the teacher are saying. Consider the placement of the window in relation to the teacher, the interpreter and the deaf or hard-of-hearing student. Be sure to provide an appropriate interpretation service that will effectively communicate the lesson in their primary language. Research shows that deaf students often lag behind their hearing peers when it comes to number concepts, language and problem solving skills. Hearing students constantly absorb new information and knowledge through the daily noises, conversations and language that is spoken around them. Deaf and hard-of-hearing students do not have that luxury. Teachers can bridge this gap by being flexible in the way that they respond to the educational concerns of their deaf students. Students who rely on lip-reading often perform better when it is a subject that is familiar. Inadequate Knowledge and Awareness: Every child learns differently. Even if teachers are given instruction on how to best assist one of their deaf students, it could be completely different for the next, resulting in an academic gap. To minimize this educational gap, teachers could present the directions of tasks in an assortment of ways to be positive that the deaf student will comprehend and complete tasks properly. It is important to not assume that because a student can hear sound and voices, that he or she can distinguish speech and process acoustical language. Children who are deaf often tend to feel uncomfortable in the classroom when drawing attention to their hearing problem. This lack of engagement and attention often wears on the child, making them tired and can cause headaches. When arranging seating charts, keep in mind that it is best to incorporate deaf students into smaller groups. This will help the child relax and focus on their school work rather than unwanted, distracting social interactions. We recommend that teachers remain in constant, close communication with the student and his or her parents, as well as make sure the interpreter is available to assist with complete understanding. This will ensure that everyone is on the same page and is available for ongoing conversations about proper educational techniques and adequate learning environments for the deaf or hard-of-hearing student. Some teachers require all students to take lecture notes during class. A suggestion to assist the deaf student with this requirement would be to provide them with a written or digital copy of the lecture information beforehand. We also encourage teachers to use interactive whiteboards if available. Often schools are not capable of supplying their deaf or hard-of-hearing students with the proper technology that could significantly increase the learning development process. This could be any form of assistive technology – interactive whiteboards, VRI, chat rooms, strobe lights, digital pen technology, closed captioning on all movies and videos, infra-red systems – hearing aid compatible, computer assisted note taking, ASL videos for testing materials, alert systems such as vibrating systems, and alarms and interpreters in the classroom. These are only 10 of the many challenges that deaf and hard-of-hearing students face in the classroom, and we hope it helps open conversations in your school and district about taking a few additional steps to assist deaf students in the classroom. By acknowledging the challenges deaf students are facing and implementing strategies to alleviate those learning barriers, teachers create a learning environment that will benefit all students every day.

### Chapter 6 : Improving Deaf Education Through Visual Learning – UMN CEHD

*A new book reflects on the deafness of the author's son, and examines the relationship between deafness, early exposure to language (whether oral sign) and learning to read. Psychology Today Find.*

Print this page with Adobe Acrobat. Learning Disabilities If you think your child has a learning disability, have someone who knows deafness and learning disabilities test your child. Then get help early. Many children who are deaf have learning disabilities. And many children with learning disabilities have a hearing loss. This is especially true for children who are deaf. What a learning disability is A learning disability dis-a-bill-i-tee is a problem that makes it hard for people to understand what they see and hear. This can make it harder for your child to learn in school. Hearing children with learning disabilities can have problems with: Speaking Paying attention Self-control Deafness makes it harder to overcome learning disabilities. Learning problems make it harder to read or understand what people are saying or signing. Sometimes your child may act out because he gets very frustrated and angry. Learning can be so hard! Learning disabilities and deafness sometimes get mixed up Many learning disabilities affect how a child speaks, writes or does math. But deaf children are often behind schedule for learning some of these skills. So people often think the problem is just because of the deafness. There are different kinds of learning disabilities A learning disability that makes it hard for people to understand words and how they go together is called dyslexia. Deaf children can have dyslexia for both written and signed words. A learning disability that makes it hard for people to solve math problems is called dyscalculia. A learning disability that makes it hard for people to write letters correctly is called dysgraphia. But some things that cause deafness can also cause learning disabilities. Here are some things that can cause hearing loss and learning disabilities: Half of children born with German measles have a hearing loss. A quarter of children born with German measles have learning disabilities. Meningitis - when the tissue around the brain and spinal cord get infected and swell up. Get your child tested for a learning disability If your problem is having trouble with school, get him tested for a learning disability by a psychologist.

## Chapter 7 : Raising Deaf Kids

*Studies show that hearing loss has a profoundly negative affect on school performance, but early intervention can help. Find out how hearing loss and learning are connected.*

The following is an impact statement for an example student that has been developed by Krista Yukow, educational audiologist, and included here with her generous permission: It is absolutely critical to understand that hearing aids do NOT fix a hearing loss. Even with his hearing aids Tyler will continue to experience gaps in his hearing and understanding. This was observed this in a quiet, close environment and will occur even more often during: It is important to understand that Tyler perceives himself as comprehending all that is said, as he hears more than he misses. He has always been the only student in his school with a hearing loss, first in pre-school, then elementary school and now junior high school. He is active in sports, has good friends and does well in school. He was the first student with hearing loss in memory to be accepted into the gifted and talented program in his local area while in elementary school. He gets good grades, but has to work hard to do things that his friends who have typical hearing take for granted. The stress and frustration can be overwhelming. With each new school year, he faces the challenges of unfamiliar teachers who probably have never worked with a student who is deaf or hard of hearing before, and classmates who have never had a peer with a hearing loss. Most of his teachers have been supportive and have gone above and beyond to accommodate his hearing loss. But every year, new problems pop up and he has to learn to cope. And, as been true his whole life, he starts each year as the only kid in school with a hearing loss. It is not always that bad, but it is a struggle. I miss a lot of sounds. When I meet new people, they do not always notice my hearing aids. They often do not understand why I do things in a different way, and it may seem weird to them. They will shout at me because they think I am doing something wrong, even though it is just the way I do things. Sometimes, even when they do notice my hearing aids, they will still shout at me. In school, I struggle with how some teachers act. They cannot seem to adjust to having a student who is hard of hearing. For example, even though my parents and I have asked them not to, they will do things like speak facing the board and not toward the class. The sound just bounces off the board and away from me. I can only hear a bit of what they say. Teachers will also sometimes change assignments orally and I will miss what they say. It is not that I cannot do the work, but I need to do it my way. It takes a lot of extra energy to do simple things, like listen to a lecture or take notes on a video that is not closed-captioned. If I cannot see the notes or the information the teachers are trying to pass on to me, I find it harder to understand. I have learned how to cope with the frustrations of being hard of hearing. I spend time with family and friends who understand me. I am also active in sports, like basketball, soccer and tennis, and that helps, but it is not without problems. Surprisingly, there are some advantages to being hard of hearing. I sleep well and have lots of energy when I wake up. The only bad part, of course, is actually having to get up. In school, I find it easy to focus when I take my hearing aids out. Also, I can turn my hearing aids off if my parents are nagging me. Of course that just makes them mad but, after all, I am a little bit of a teenager but not too much of one. There are advantages and disadvantages to being the only student who is hard of hearing in my school. Once I explain my hearing loss, most people understand and treat me fairly. Good teachers, good coaches and other school officials have helped me thrive. I have challenges to overcome, but so does everyone else, each in their own way. I may be the only kid who is hard of hearing in my school, but as I listen to the lone sounds of my life, they tell me I am not alone. Sincere thanks to Krista Yukow for review and revision of this web page.

## Chapter 8 : 10 Challenges Deaf Students Face in the Classroom

*Definition. An inability to comprehend verbal language due to an inability to hear characterizes deafness. The official definition of deafness from the Individuals with Disabilities Education Act (IDEA) is "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification."*

ASL is a complete language. People communicate using hand shapes, direction and motion of the hands, body language, and facial expressions. ASL has its own grammar, word order, and sentence structure. People can share feelings, jokes, and complete ideas using ASL. Like any other language, ASL must be learned. People can take ASL classes and start teaching their baby even while they are still learning it. A baby can learn ASL as a first language. Children can use many other skills with ASL. Finger spelling is one skill that is almost always used with ASL. MCE is a code for a language "the English language. Children and adults can use many other communication tools along with MCE. This helps them understand each other better. CASE is flexible, and can be changed depending on the people using it. Other communication tools can be used with CASE. Often, finger spelling is used in combination with CASE. Cued Speech Cued Speech helps people who are deaf or hard-of-hearing better understand spoken languages. Cued Speech allows the person to make out sounds and words when they are using other building blocks, such as speech reading lip reading or auditory training listening. Hand shapes represent the letters in the alphabet. Finger Spelling is used with many other communication methods; it is almost never used by itself. Or, the parent might put a first finger over her mouth and nose to show that the child needs to be quiet. Babies will begin to use this building block naturally if they can see what others are doing. This building block is not taught, it just comes naturally. It is always used with other building blocks. This building block is often used in combination with other building blocks such as hearing aids, cochlear implants, and other assistive devices. Listening might seem easy to a person with hearing. But for a person with hearing loss, Listening is often hard without proper training. Like all other tools, the skill of Listening must be learned. Often a speech-language pathologist a professional trained to teach people how to use speech and language will work with the person with hearing loss and the family. Spoken Speech People can use speech to express themselves. Speech is a skill that many people take for granted. Learning to speak is a skill that can help build language. Speech or learning to speak is often used in combination with hearing aids, cochlear implants, and other assistive devices that help people maximize their residual hearing. A person with some residual hearing may find it easier to learn speech than a person with no residual hearing. Since speech can only be used by a person to express him or herself other building blocks, such hearing with a hearing aid, must be added in order to help the person understands what is being said so they can communicate with others. Speaking may seem easy to a person with hearing. But for a person with hearing loss, speaking is often hard without proper training. Like all other communication tools, the skill of speaking must be learned. Speech Reading Speech Reading or lip reading helps a person with hearing loss understand speech. You can see this for yourself in a mirror. A good speech reader might be able to see only 4 to 5 words in a word sentence. Children often use speech reading in combination with other tools, such as auditory training listening , cued speech, and others. But as a child gets older, he or she will still need some training. Sometimes, when talking with a person who is deaf or hard-of-hearing, people will exaggerate their mouth movements or talk very loudly. Exaggerated mouth movements and a loud voice can make speech reading very hard.

### Chapter 9 : Hearing Loss | Kids' Quest | NCBDDD | CDC

*Here, we explain the difference between hearing loss and deafness, and the types, causes, and symptoms of both. This is an inability to fully or partially hear before learning how to utter or.*

My students who had parents who were deaf or hearing parents who signed fluently in American Sign Language ASL typically read on or above grade level, while those whose families had not signed with them from birth typically lagged behind. This observation made me want to investigate how we might better improve literacy development in young deaf children. Both my research and classroom experience supports an increasing body of research that indicates we can improve outcomes in deaf education through a visual-learning based approach. Historically, deaf children have been taught to read using many of the same techniques used to teach hearing children. These traditional methods are rooted in sound-based approaches such as phonics, yet there is a growing awareness that these methods may be less effective than visually-based approaches to literacy for deaf students. If deaf children are not exposed to fully accessible fluent models of language between the ages of birth to five, they miss that critical window for language development and it can have lasting consequences. In some cases, they may never catch up. For many deaf children, who do not have full access to sound, a visual language such ASL in the United States is the only fully accessible language. Research suggests that those who do have this access to ASL from birth have increased literacy skills when compared to deaf children who do not have this access. Like any minority group, how children perceive themselves and others is shaped by role models they interact with in real life as well as those they see portrayed in books, television and film. This means that a lot of the dialogue and pictures surrounding deaf characters focused on how the deaf person could be fixed. The deaf characters were also often portrayed as lonely and isolated. Children start to develop a sense of self as early as three years old, and these types of portrayals can have a profound negative effect. For example, this emphasis on deafness as a disability could lead to deaf children feeling unworthy and that they are not good enough rather than feeling valued for who they are, and that their culture and language is respected. What can we learn from people who interact with the world visually and how can we apply that in a way that can benefit others? The Promise of Visual Language to Teach Literacy We know that deaf students benefit from a visually-based learning environment incorporating visual language e. For example, to teach a new vocabulary word, you could explain what the word means, sign the word, fingerspell it, then sign it again and finally point to the written word. In addition, rather than a sound-based approach to decode language such as using phonics, recent research suggests that fingerspelling may be used as a tool to decode written English by breaking down words into syllables and letters. Visual language such as ASL is a powerful tool for teaching deaf children, and there is also evidence to suggest that it may benefit hearing children as well. We also know that “contrary to once-common conventional wisdom” rather than preventing spoken language development, exposure to ASL actually can help deaf children develop spoken language skills because it provides a foundation for language. Resources for Deaf Children, Parents and Teachers For deaf children who do not have access to fluent models of ASL, we developed an interactive, educational videos series designed to target language and literacy skills as well as knowledge of Deaf culture. During their adventure Peter takes pictures. To give parents and teachers a guide to implementing these visual learning techniques, we provide suggestions on how to view the videos as well. By using these videos, and utilizing visual language and visual learning strategies, we can make a difference in the lives of deaf children by minimizing language deprivation. As with all children, deaf students are best served by curriculum and interventions that are tailored to their needs as visual learners.