

Speech Hearing Impairment

Hearing Impairment is a condition where there is a problem in receiving a sound. There is also a big possibility that if there is a hard time in hearing sounds this may lead to deafness. This condition may affect one or both of your ears. This condition may affect a child or even adults.

If there is a difficulty in receiving sounds, there is also a difficulty in producing the sound. You are not able to pronounce or identify that sounds that you hear because you can't completely hear it.

According to the research, there are two kinds of hearing impairment: Conductive and Sensorineural. A conductive impairment is related to ear canal, eardrum, middle ear and its bones while the sensorineural impairment relates to your inner ear, nerves in your ear, and the combination of your inner and nerves in your ear.

Teaching Strategies:

Listed below some guide on how you can teach a person with Speech and Hearing impairment.

- Encourage students with a hearing loss to seat themselves toward the front of the lecture theatre where they will have an unobstructed line of vision. This is particularly important if the student is using an interpreter, lip-reading, relying on visual clues or using a hearing aid which has a limited range. Be aware that some students may not be comfortable with this suggestion or have alternate strategies. Respect their choices.
- Use assistive listening devices such as induction loops if these are available in the lecture theatre. Hearing aids may include transmitter/receiver systems with a clip-on microphone for the lecturer. If using such a microphone, it is not necessary to change your speaking or teaching style.
- Ensure that any background noise is minimised.
- Repeat clearly any questions asked by students in the lecture or class before giving a response.
- Do not speak when facing the blackboard. Be aware that moustaches, beards, hands, books or microphones in front of your face can add to the difficulties of lip-readers. Students who lip-read cannot function in darkened rooms. You may need to adjust the lighting in your teaching environment. If a sign interpreter is employed, follow the hints for working with a sign interpreter.
- It is difficult for a student watching an interpreter to also take notes from an overhead or blackboard. An interpreter is unable to translate concurrently both your words **and** any information given on an overhead. It is important therefore that all information should also be available as handouts.

- Provide written materials to supplement all lectures, tutorials and laboratory sessions. Announcements made regarding class times, activities, field work, industry visits etc, should be given in writing as well as verbally.
- Allow students to record lectures or, preferably, make available copies of your lecture notes. Flexible delivery of teaching materials via electronic media is also particularly helpful for students who have difficulty accessing information in the usual ways. For students with a hearing loss, new technology - and the internet in particular - can be used to bridge many gaps.
- Ensure that lists of the subject-specific jargon and technical terms which students will need to acquire are made available early in the course. If interpreters or captioning are being used as an adjustment, make this list available to the professionals providing the service as early as possible.
- Any videos or films used should, where possible, be captioned. When this is not possible, you will need to consider alternative ways for students with hearing impairment to access the information.

Causes:

- developmental disorders
- neurological disorders
- genetic syndromes
- hearing loss
- illness

Symptoms:

- stuttering
- adding extra sounds and words
- elongating words
- distorting sounds when talking
- visible frustration when trying to communicate
- taking frequent pauses when trying to communicate
- problems with articulation
- problems with your voice