

## Hearing Impaired Pupils in Mainstream Schools

### There are two main kinds of deafness: -

- Conductive deafness, where sound may not pass through either the outer or the middle ear. Conductive deafness is usually mild or moderate in degree and may be temporary or fluctuating in nature.
- Sensorineural deafness, where the cause of deafness is located in the cochlea or the auditory nerve. Sensorineural deafness is permanent and can vary widely in degree.

### Deafness varies widely in nature and degree, and can affect: -

- The ability to hear high frequency sound only or it may affect the ability to hear across the frequency range.
- Both ears (bilateral hearing loss) or only one ear (unilateral hearing loss).

### And may be: -

- Permanent or fluctuating
- Mild, moderate, severe or profound.
- Congenital or acquired at any stage after birth.

## Teaching Position

- Ensure that the child is fairly close to the front of the class or close to the teacher in any oral situation.
- Make sure the light is on your face.
- Try not to write on the board and speak at the same time.
- Make sure that the child can see your face clearly – speaking with your face covered by a hand or a book can cause problem.
- Switch on the lights on a dark day.
- Look in the direction of the child when you speak.
- Try to be fairly close to the child preferably at the same eye level.
- Gain the child's attention before beginning to speak.

## Classroom Acoustics and Management

- Try to provide a good listening environment by reducing background noise.
- Sound absorbent materials such as carpet and curtains are very beneficial in reducing the area of reflective surfaces.
- Rubber feet on chairs make a tremendous difference to extraneous noise levels.

- Try to ensure that the hearing impaired child is seated in a quiet area of the classroom.
- Be aware of noise through open windows.
- Try to avoid seating the child by a noisy corridor.
- An open door to a central hall should be avoided if at all possible.
- Change fluorescent lights when they start 'buzzing'.

## Lesson Planning

- Key words or phrases written on the board can be very useful.
- Dictation or note taking can be difficult if the child needs to lip-read.
- Written 'handouts' with a synopsis of the subject matter are of tremendous value.
- Hurried instructions at the end of the lesson are easily misunderstood. Try to ensure homework tasks are clearly written down.

## **Use of Language**

- Be aware that sudden changes of subject can be confusing.
- Start from a topic with which the child is familiar before working towards new material.
- Give plenty of contextual clues.
- Make sure that the child has understood. Nodding or even saying 'yes' is a fairly safe way of avoiding further questioning.
- Short sentences can be much easier to understand than single words.

## **Whole Class Teaching**

- Re-phrase, repeat or summarise questions raised by other children. Hearing an answer without having heard the questions is rather confusing.
- Identify the speaker to enable the child to focus on them.
- Control the pace of the discussion. Contributions from various directions will lead to misunderstanding.

## **Other Considerations**

Instructions given in a morning assembly may have been misheard. The class or form tutor could check on this later in the day.

**CYNGOR BWRDEISTREF  
SIROL MERTHYR TUDFUL**

**MERTHYR TYDFIL COUNTY  
BOROUGH COUNCIL**



**MERTHYR TYDFIL**  
County Borough Council  
Cyngor Bwrdeistref Sirol  
**MERTHYR TUDFUL**

**HEARING IMPAIRED  
PUPILS IN  
MAINSTREAM  
SCHOOLS**

**LEARNING DEPARTMENT**

**Adran Dysgu**

**Contact number**

Learning Department  
Civic Centre  
Merthyr Tydfil  
CF47 8AN  
Tel: - 01685 724642

**Useful ICT Websites/Organisations**

[www.rnid.org.uk](http://www.rnid.org.uk)  
[www.ndcs.org.uk](http://www.ndcs.org.uk)  
[www.batod.org.uk](http://www.batod.org.uk)  
[www.cafamily.org.uk](http://www.cafamily.org.uk)  
[www.deafeducation.org.uk](http://www.deafeducation.org.uk)  
[www.sense.org.uk](http://www.sense.org.uk)  
[www.bda.org.uk](http://www.bda.org.uk)  
[www.signcommunity.org.uk](http://www.signcommunity.org.uk)

Merthyr Talking Hands-01685384198

**Useful Publications**

Promoting literacy in deaf pupils  
Promoting numeracy in deaf pupils

**NDCS**

Deaf Friendly Schools  
Deaf Friendly Teaching  
Effective inclusion of deaf pupils into mainstream  
Promoting access to the National Curriculum for  
deaf pupils  
Effective early intervention for deaf children 0.5 and  
with families

**BATOD**

Guidelines for mainstream teachers with deaf  
pupils  
Effective early intervention for deaf children 0.5 and  
with families