

High frequency hearing loss

This type of loss is very deceptive. The pupil may seem to hear quite well, but may be very poor at understanding what is said. As a result the pupil is frequently regarded as having learning difficulties. Difficulties will arise if the problem is not fully understood and the pupil not receiving adequate support.

Pupils with normal hearing can easily hear low, middle and high pitched sounds. To understand speech this complete range of hearing is essential.

Without hearing aids a pupil with high frequency loss may hear low-pitched sounds easily, the middle pitched sounds only with difficulty and the high pitched sounds not at all.

- When people speak only a mumble of unclear sounds are heard. This makes it very difficult to pick up the meaning of what is said.
- Difficulty in hearing one's own voice and so imitation of what other people say is not easy. Learning to speak is thus very hard.

In order to make sense of and understand a word, the pupil must also hear the high frequency sounds. Confusion results when these are not heard. Thus a pupil suffering from a high frequency loss may spend 60% of the time guessing.

It is not easy guessing. It is not a question of hearing some words clearly and guessing the ones missed from context. In fact hardly any words are heard accurately. It may be necessary to guess parts of each and every word in the sentence and to try to decide if those words together make a sensible statement or question. Some children will be very good at making intelligent guesses at what had been said.

For example, a pupil in the classroom may be told to 'place a cross in the square'. This result in the pupil hearing something like 'ay-e-o-i-air'.

The pupil then has to decide what is required from a list of options something like this: -

Trace		dot		pair
Place	a	spot	in a	pear
Make	the	lot	the	hair
Take		cross		where
Lay		got		stair
				square

These difficulties can be alleviated to some extent by the prescription of carefully selected hearing aids.

Children learn to speak by imitating sounds they hear around them, so if the words they hear are incomplete, then their speech will be incomplete.

Consonants will be missing or may sound indistinct or odd. The rhythm of speech may seem strange since parts of incoming speech is unheard, producing an inaccurate pattern for the child to copy. Many young children with this kind of hearing loss will require professional help with their speech.

Helpful hints for mainstream teachers

- Try to ensure that deaf pupils are seated so that they can see and hear both you and the class easily.
- Try to ensure that the pupils wear their hearing aids.
- Try to ensure that you have the pupils' attention before speaking.
- Be aware of new vocabulary to be introduced.

- Write key words on the board – but do not continue talking whilst you are doing so.
- Try to keep the talk short.
- Try not to keep changing the subject without cueing the pupils.
- In discussion, or having asked a question, try to repeat other pupils' answers, comments or questions which deaf pupils may have missed.
- Include deaf pupils in your lesson, don't be frightened of involving them, but at the same time don't single them out.
- Try not to stand in front of the window as this will put your face in shadow.
- Try not to walk around whilst you are speaking.
- When using a radio aid: -
 - ✓ Try not to interfere with the lead on the microphone as it causes interference.
 - ✓ Remember to switch off the microphone when addressing other pupils.

Contact number

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

Useful ICT Websites/Organisations

www.rnid.org.uk
www.ndcs.org.uk
www.batod.org.uk
www.cafamily.org.uk
www.deafeducation.org.uk
www.sense.org.uk
www.bda.org.uk
www.signcommunity.org.uk

Merthyr Talking Hands-01685384198

Useful Publications

Promoting literacy in deaf pupils
Promoting numeracy in deaf pupils

NDCS

Deaf Friendly Nurseries
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

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HIGH FREQUENCY HEARING LOSS

LEARNING DEPARTMENT

Adran Dysgu

