

## **MODERATELY SEVERE HEARING LOSS 56-70 dB**

### **Possible Impact on Listening and Understanding of Language and Speech**

- Without amplification, conversation must be very loud to be understood.
- With amplification, the child will typically be aware of people talking around him/her, but will miss parts of words said both in one-on-one or group situations.
- A 55 dB hearing loss can result in 100% of the speech information being missed.
- Age when first amplified, consistency of hearing aid use and early intervention strongly linked to the success of speech, language and learning development.
- Sign Language can be used, especially if language delays or additional disabilities are present.

### **Possible Academic Accommodations and Services**

- Full-time, consistent use of amplification is essential.
- Student will benefit from preferential seating in the classroom environment.
- Consultation and/or direct services provided by a teacher of the deaf/hard of hearing should be considered.
- Special academic support may be necessary if language or educational delays are present.
- Attention to growth of communication, reading, written language skills, auditory skills development, speech therapy, language therapy, and self advocacy likely.
- Use of sign language or a visual communication system may be useful to access linguistically complex instruction.
- Note-taking assistance, lecture notes provided, and captioned films are beneficial accommodations.
- Inservice on implications of this type of hearing loss required for classroom teacher.

### **Possible social implications**

- If hearing loss was late-identified and a language delay is present, communication with peers will be significantly affected. Child may exhibit a negative impact on self-esteem as child may miss conversation and instruction.
- Socialization with peers can be difficult, especially in noisy settings such as cooperative learning, recess or lunch.
- Poor self-concept and social immaturity may contribute to a sense of rejection.