

Deaf/Hearing Impairment

The causes and degrees of hearing loss vary across the deaf and hard of hearing community, as do methods of communication and attitudes toward deafness.

Types of Hearing Loss

- In general, there are three types of hearing loss:
- Conductive loss affects the sound-conducting paths of the outer and middle ear. The degree of loss can be decreased through the use of a hearing aid or by surgery. People with conductive loss might speak softly, hear better in noisy surroundings than people with normal hearing, and might experience ringing in their ears.
- Sensorineural loss affects the inner ear and the auditory nerve and can range from mild to profound. People with sensorineural loss might speak loudly, experience greater high-frequency loss, have difficulty distinguishing consonant sounds, and not hear well in noisy environments.
- Mixed loss results from both a conductive and sensorineural loss.

Click on the links below for tips pertaining Deaf/Hearing impairment

[Tips for Working with Interpreters](#)
[Classroom Suggestions for Students with hearing disabilities](#)

Instructional Strategies

Include a disability access statement in the course syllabus such as: “To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact Access Services as soon as possible by calling 507-457-1465.”

- Circular seating arrangements offer students who are deaf or hard of hearing the best advantage for seeing all class participants.
- When using a FM wireless assistive listening device (ALD) for group discussion it would be helpful to pass the microphone around to the class members who are speaking.

- When desks are arranged in rows, keep front seats open for students who are deaf or hard of hearing and their interpreters.
- Repeat the comments and questions of other students, especially those from the back rows. Acknowledge who has made the comment so students who are deaf or hard of hearing can focus on the speaker.
- When appropriate, ask for a hearing volunteer to team up with a student who is deaf or hard of hearing for in-class assignments.
- Assist the student in finding effective peer note takers from the class.
- If possible, provide transcripts of audio information.
- Most videos produced in recent years are closed-captioned for the hearing impaired. Be sure to arrange for a video monitor that is capable of displaying the closed-captioning. Familiarize yourself with the controls for turning on the captions. Older videos may lack captioning. These videos may need to be captioned or a script needs to be prepared in advance to allow the hearing-impaired student access to the material.
- Allow several moments extra for oral responses in class discussions.
- In small group discussions, allow for participation by students with hearing impairments.
- Face the class while speaking; if an interpreter is present; make sure the student can see both you and the interpreter.
- If there is a break in the class, get the attention of the student who is deaf or hard of hearing before resuming class.
- People who are deaf or hard of hearing often use vision as a primary means of receiving information. Captioned videos, overheads, diagrams, and other visual aids are useful instructional tools for students with hearing impairments.
- Be flexible: allow a student who is deaf to work with audiovisual material independently and for a longer period of time.

- When in doubt about how to assist the student who is deaf or hard of hearing, ask him or her as privately as possible without drawing attention to the student or the disability.
- Allow the student who is deaf or hard of hearing the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class.)