

## TROUBLESHOOTING HEARING AIDS

**Problem:** Squealing or feedback

1. Check that the earmold is seated properly in the ear.
2. Check that the earmold is not loosely fitting.
3. Check that the hollow plastic tubing is not cracked.

**Problem:** No sound or intermittent sound

1. Replace the battery.
2. Check that the positive (+) and negative (-) poles of the battery are placed correctly.
3. Check that the hearing aid is turned on.
4. Check that the battery is held firmly in the compartment.
5. Check that the earmold is not plugged with wax. If it is, remove the wax.

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(847)803-9444

You have a child in your classroom who has a hearing loss.

This guide will provide you with useful information and suggestions.

If further information, assistance, or in-service is needed, please call the LICA office at (847) 803-9444.



*The Child with a Hearing Loss:*

## A GUIDE FOR THE CLASSROOM TEACHER

Low Incidence Cooperative Agreement  
(LICA)

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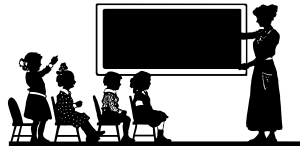
## CLASSROOM GUIDELINES

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1. The student with a hearing loss often depends on the visual cues received from speechreading, gestures, demonstrations and written information. Use these supports as much as possible.
2. The student with a hearing loss should be seated in close proximity to the area where the majority of teaching takes place, and have the freedom to relocate within the room as the listening situation changes. If the student has hearing loss in one ear, the better ear should be toward the class.
3. Since the speechreading abilities of students vary, it would be helpful to write homework assignments, test dates and major discussion points on the board. Page numbers are particularly hard to hear and speechread. If homework assignments need to be changed, please note these changes on the board.
4. When you are speaking while writing on the board, the student who has a hearing loss will not be able to speechread you. Use of an overhead projector can be helpful. In addition, glare or shadows near a window or from a blackboard can inhibit speechreading.
5. Students find it easier to hear or speechread teachers when the speaker's movement around the classroom is limited.
6. It is difficult for any student to concentrate 100% of the time. The student with a hearing loss may fatigue sooner than other children because of increased listening effort and vigilance. This can be especially true in classrooms with poor acoustics.
7. If the student does not understand or misunderstands, try to change the language

structure or restate the message in a different way. The language structure may be too difficult or the words you are using may have invisible lip movements or be difficult to hear clearly.

8. Speak at a moderate rate or speed and do not exaggerate your lip movements.
9. Classroom discussions may need to be somewhat structured, e.g., the speaker is identified before talking, and comments, questions and answers of other students are repeated by the teacher.



10. If videos are not captioned, it helps to provide the student with a summary or outline of the information they are expected to learn from the video.
11. The student with a hearing loss cannot speechread and write simultaneously. If necessary, notetaking responsibilities can be delegated to a conscientious student with normal hearing. A student notetaker should be someone who takes thorough notes that can be easily read and understood by the student with a hearing loss.
12. For some students, the greatest difficulty is speech and language. Both written language and speech may be distorted to some degree. The hearing loss can also affect vocabulary and reading development.
13. Some students should not be expected to use auditory tapes to learn content or for foreign language practice.

## OTHER GENERAL INFORMATION

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Even if a student is wearing hearing aids and/or an assistive listening device, his or her hearing has not been “corrected” to normal. Listening difficulties, however subtle, will continue to exist. It is particularly difficult for students to hear when there is background noise or multiple simultaneous conversations.

**REMEMBER:** The fact that you can easily carry on a conversation with a student with hearing loss does not ensure that the student is able to receive, understand or remember academic information with the same degree of efficiency as students with normal hearing.

A good rule of thumb for working with students with hearing loss is, provide information in many different modalities (auditory, visual, kinesthetic) and say things many different ways (repeat, rephrase, summarize).

These classroom guidelines are general suggestions which may or may not apply to the individual student. Specific information about a particular student's needs can be found in the IEP or 504 plan.

