

## **Deaf/Impaired Hearing**

More individuals in the United States have a hearing impairment than any other type for physical disability. A hearing impairment is any type or degree of auditory impairment while deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system that interferes with sound reaching the cochlea; or mixed impairment, involving both sensorineural and conductive. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person who is born with a hearing loss, may have language deficiencies and exhibit poor vocabulary and syntax. Many students with hearing loss may use hearing aids, and rely on lip reading. Others may acquire an interpreter.

### **Accommodations may include:**

- \* seating in front of the classroom.
- \* written supplement to oral instructions, assignments, and directions.
- \* visual aids as often as possible.
- \* speaker facing the class during lectures (overhead vs. whiteboard)
- \* speaker repeating the questions that other students in the class ask.
- \* note-taker for class lectures.
- \* test accommodations: extended time, separate place, proof reading of essay tests, access to word processor, interpreted directions.
- \* unfamiliar vocabulary written on the board or handout.
- \* small amplification system.
- \* interpreter seated where the student can see the interpreter and the lecturer.
- \* excess noise reduced as much as possible to facilitate communication.
- \* instructor facing the student who is lip reading, speaking slowly, using shorter sentences and appropriate facial expressions and gestures.
- \* alternative oral presentations.
- \* the use of overheads and all types of visual aids providing better communication.
- \* copies of PowerPoint slides in advance.

### **Tips for Faculty That Facilitate Student Learning**

- \* select a text with a study guide.
- \* include a statement on the syllabi that students need to provide a disability verification letter within the first two weeks of class.
- \* write key terms on the board to provide a lecture handout.
- \* create study guides.
- \* provide guided lecture questions.
- \* briefly review the previous lecture.
- \* use visual aids.
- \* face the class when speaking.
- \* administer frequent quizzes to provide feedback.
- \* provide PowerPoint slide copies before the lecture.