



Texas School for the Blind and Visually Impaired

Outreach Programs

www.tsbvi.edu | 512-454-8631 | 1100 W. 45th St. | Austin, TX 78756

Hearing Issues for Students with Deafblindness: Collecting and Recording Hearing Information on the Learning Media Assessment

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3pm-4pm

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Developed for

Texas School for the Blind & Visually Impaired

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For upcoming webinars: <http://www.tsbvi.edu/webinar-listings>

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Housekeeping

- Download handouts and sign-in roster
- Send sign-in roster to keithc@tsbvi.edu or fax to 512-206-9320
- Make sure you registered and complete evaluation within 60 days including code for ACVREP/SBEC credit
- View captions in a separate window at www.streamtext.net/text.aspx?event=TSBVI
- Part 1 of code: will be announced at the start of the webinar only. After 3:15 PM you will not be able to get this information, so please do your best to be on time.

Adobe Connect Webinar Tour

- For tips about screen navigation go to http://www.connectusers.com/tutorials/2008/11/meeting_accessibility/
- Location of pods
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Link to enter room: <http://tsbvi.adobeconnect.com/hearingdb/>

Audio: 1-888-450-5996 and use access code 774006

What Do I Need to Know About Hearing for the LMA?

Before you begin writing the Learning Media Assessment you should be able to explain and describe the impact of the student's hearing (aided) in the classroom or other instructional settings.

How do I do that?

Begin with a review of the audiological information.

This should enable you to describe how the child's etiology and the nature of their hearing loss impact their ability to detect and interpret environmental sounds and understand speech within a variety of classroom settings.

Review the appropriate use of assistive listening devices with the audiologist and the Teacher of the Deaf and Hard of Hearing.

- This will provide information to the team on how and when to synch assistive listening devices to technology in order to provide the student with optimal access to speech and/or instructional technology within various settings.

Review the list of accommodations that the Teacher of the Deaf and Hard of Hearing has completed for the classroom setting.

- Recommendations provided by the TDHH, such as how to reduce auditory clutter or use vocalizations or environmental sounds to gain the child's attention before providing instruction, will help you describe how to enable the child make the best use of their auditory channel.

Examples of recommendations for a student with a hearing impairment:

Keep the classroom door closed to minimize noise in the hallway from interfering with learning. Teacher avoids standing in front of a window so that his/her face can be seen without glare from the sun or outside distractions.

All new directions, concepts and information should be presented from the front of the room, not when the teacher is moving between desks or during noisy classroom transition times.

Adhere to a classroom routine; if a student misses something they will be better able to predict what they should be doing or what will happen next.

Maintain quiet during lecture times and classroom discussion when students will be expected to understand information.

Voice-to-text adaptations can be explored for students who are unable to access verbal instruction auditorily (or via sign language or cued speech) at a rate similar to students without hearing loss.

All videos need to be captioned for the student to access the same information as other students.

Write all assignments on the board, including textbook page numbers the class will be turning to in each lesson period.

If a visual is used, like a map, graph or a projected image, sign instruction and speech need to be paused to allow student a chance to look at the visual, describe what they are seeing, and process the meaning of both the visual and what is being said.

Communication Report

The communication report will provide you with information on the child's acquisition of language as well as their skills in speech and literacy. This information can be very helpful when developing recommendations on how to implement learning media.



Figure 1: A young boy places his head near a video screen on which captioned video is being presented.

Determining Sensory Channels

When attempting to determine the student's primary and secondary sensory channels think about the recommendations for instructional delivery that you would include in an LMA for a visually impaired student without a hearing loss.

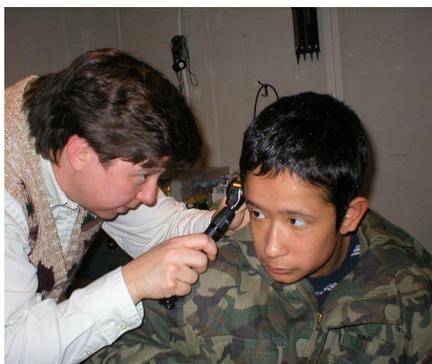


Figure 2: An audiologist uses an otoscope to examine the ear of a boy seated in an exam room.

Now ask yourself how much those recommendations are dependent upon a student being able to clearly and accurately detect, hear and understand speech. What are the implications for learning if the student only understands a small range of vocal sounds? How might this change your recommendations for instructional delivery?



Figure 3: A woman wearing a microphone holds open an experience book containing a combination of tactile symbols and braille. A young boy wearing an FM system is seated on her right. He is using his right hand to explore one of the tactile symbols contained in the book

Examples of recommendations for student with a visual impairment

Supplemental aids and adaptive equipment include: monocular, magnifier, adapted CD player, books on CD, audio recorder, talking calculator, talking watch, raised marks on appliances, and cane.

Audio recordings of materials should be provided when visual latency becomes prolonged due to fatigue

Help build vocabulary by verbally providing the names and descriptions of concrete/real objects or photos of familiar items in books.

Include toys that make sound into play routines.

Student should receive services from a teacher of students with visual impairments on a direct instructional basis to address: use of low vision devices, proficient use of vision, proficiency in the use of auditory texts and aural equipment.

Verbalize distance presentations (overhead, whiteboard, etc.)

Instruction should be delivered auditorily and oral testing should be provided.

Multi-sensory education program involving auditory, tactual, gustatory and olfactory activities is recommended.

Determining Sensory Channels

Once you have collected assessment data it is a good idea for the TDHH and the TVI to analyze it and determine TOGETHER the primary and secondary sensory channels for providing access to instruction. Remember to take into account the impact of vision loss on the student's ability to effectively use his or her hearing.



Figure 4: A young girl holding a cup with a straw in her right hand simultaneously grasps the straw with her left hand while resting hand with the straw on the hand of her intervener. The intervener is leaning in close to the girl's left ear to talk to her.

Assessment Tools

Assessment tools used to determine the child's primary and secondary sensory channels should help you describe how the child:

- Alerts to sounds
- Explores new/unfamiliar objects/environments
- Entertains themselves or others
- Expresses emotion
- Seeks out a communication partner



Figure 5: A young boy sits on a mat on the floor with his teacher. The teacher is holding one end of an orange pool noodle up to her mouth and speaking into it. The boy is holding the other end of the noodle up to his ear.

Assessment Tools

Some assessment tools that may help you to determine primary and secondary sensory channels and corresponding learning media:

- Use of Sensory Channels: Observation Form (Koenig-Foundations)
- General Learning Media Checklist (Koenig-Foundations)
- Communication Matrix (Rowland)
- Functional Listening Evaluation (ELF, FAPI, IFHE)
- Basic/Infused Skills Assessments (TSBVI)
- ADAMLS- describes impact of vision loss on acquisition of manual language systems



Figure 6: Two deafblind girls sit in front of a computer. The girl on the left is wearing headphones and reading a refreshable braille display, which rests in her lap with her right hand. The girl on the right uses her right hand and reaches under the left arm of the girl wearing the headphones to simultaneously read the braille display with her friend.

Collaboration is critical

- Sometimes the primary and secondary sensory channels are not always clear, even if you have collected data to help you make the determination.
- Collaboration and discussion between the TDHH and TVI will help BOTH professionals understand the impact of vision loss on the student's ability to use his or her hearing and how to describe the student's sensory needs.

Examples of LMA recommendations for a student with deafblindness

- Student requires total communication. This means staff should use speech, tactile sign language, and real objects and materials when communicating with the student.
- Student requires an intervener or staff who can provide tactile sign language.
- Staff should greet student by saying their name before touching him/her.
- Before using tactile sign language with student, staff should gently touch the student's shoulder or the back of his hand to initiate communication.
- Staff should use hand-under-hand technique when exploring materials co-actively.
- Information/sounds should be presented centrally or on the side of the preferred ear.
- Allow student to turn his or her head when listening in order to scan the auditory environment and to use his or her preferred ear to listen for information.
- Staff should use clear/simple speech within familiar routines to help student anticipate and process linguistic information.
- Provide additional wait time in order to allow student to detect, discriminate and respond to auditory information.
- Allow and encourage student to move closer to sound sources or place them near his or her preferred ear.

A word about sign language

If you are going to be using sign language with a student who is deafblind, it is important for the communication report to list adaptations that the student will need to be visually or tactually access signs. This includes, but is not limited to, the consideration of:

- Distance
- Placement
- Rate
- Frequency
- Lighting

You should complete the ADAMLS in order to document this information and include it in the communication report.

What do I need to know about hearing for the LMA?

- Before you begin writing the Learning Media Assessment you should be able to explain and describe the impact of the student's hearing (aided) in the classroom or other instructional settings.

Remember...

- The LMA is the ONLY report that documents, describes and honors the child's strongest sensory channel.
- Don't forget to collaborate and continue to discuss your student's hearing and what the implications of their hearing loss mean for their access to auditory instruction. If you don't know what the implications of hearing loss are, take the time to talk to someone who does.

IF YOU DON'T UNDERSTAND IT, YOU CAN'T DESCRIBE IT!

References and Resources

- Huebner, Kathleen; Prickett, Jeanne; Welch, Therese, and Joffe, Elga, ed. *Hand In Hand: Essentials of Communication and Mobility for Your Students Who Are Deaf-Blind*. New York: AFB Press, 1995. Print.
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- <http://successforkidswithhearingloss.com/>
- Region 11 Functional Hearing Evaluation Live Binder <http://www.livebinders.com/play/play?id=1646180>
- Region 11 Deafblind Resources Live Binder <http://www.livebinders.com/play/play?id=984305>

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Figure 7 TSBVI logo.



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Figure 8 IDEAs that Work logo and OSEP disclaimer.