



Moorpark College ACCESS

Hearing Related Disabilities



Overview

A **hearing disorder** is the result of impaired auditory sensitivity of the physiological auditory system. A hearing disorder may limit the development, comprehension, production, and/or maintenance of speech and/or language. Hearing disorders are classified according to difficulties in detection, recognition, discrimination, comprehension, and perception of auditory information.

Types of Hearing Related Disabilities:

- **Hard of Hearing** – an individual who has a mild-to-moderate hearing loss who may communicate through sign language, spoken language, or both.
- **Deafness** – a hearing impairment that is so severe that the individual is impaired in processing linguistic

NOTE: The term “hearing impaired” used to describe an individual with any degree of hearing loss may be deemed offensive to may deaf and hard-of-hearing individuals.

Possible challenges:

- **Reading Skills** – may have trouble with reading aloud and silently due to lack of familiarity with the language and lack of understanding of the connection between language and the printed word
- **Written Language Skills** – difficulty with vocabulary, grammar, and word order; difficulties taking notes
- **Oral Language Skills** – difficulty learning by lecture, difficulty taking oral exams/ giving oral presentations
- **Mathematical Skills** – may lack general vocabulary and the basic mathematical vocabulary needed to be able to understand math concepts/processes; communication with others may be difficult, meaning students may not be able to engage in mathematical processes such as problem-solving.
- **Social Skills** – difficulty participating in classroom discussions.

Common accommodations include preferred seating in the classroom, use of alternative media, peer notetakers, and real-time captioning services

Suggestions for instructors:

- Deaf and Hard of Hearing students will usually require seating at the front of the classroom, near to and facing the instructor, to make optimum use of visual cues.
- Clearly spell out expectations before the course begins (e.g. grading, material to be covered, due dates, etc.).
- Speak directly to the student as you would a hearing student. Avoid third person speech.
- Give assignments both orally and in written form to avoid confusion.
- Announce reading assignments well in advance.
- Repeat questions from others in the classroom before answering.
- If necessary, allow students to demonstrate mastery of course material using alternative methods.
- Attract the attention of the student with hearing loss before speaking with a cue such as a tap on the shoulder or wave.
- Don't encourage sign language interpreters to do the student's thinking or work for them.

For more information:

Allegheny College

<https://bit.ly/2nEAlzm>

How Do Profoundly Deaf Children Learn to Read?

<https://bit.ly/2OB1LBk>

DeafTEC – Teaching Math to Deaf Students

<https://bit.ly/2Mi1fvi>

Differentiated Instructional Strategies for Mathematics for Students Who are Deaf or Hard of Hearing

<https://bit.ly/2BcMsgo>