

## HEARING IMPAIRMENTS AND DEAFNESS



### DEFINITIONS:

“**Deaf**” means a hearing impairment which is so severe that the individual is impaired in processing linguistic information through hearing, without amplification, which adversely affects educational performance.

“**Hard of Hearing**” means a hearing impairment, whether permanent or fluctuating, which adversely affects an individual's educational performance but which is not included under the above definition of deaf.

The Deaf community is described by people who are Deaf as their cultural and linguistic separateness from the hearing, speaking world. The deaf community prefers the terms *Deaf* and *hard of hearing*, but IDEA uses the terms *deaf* and *hearing impaired* (Sherrill, 2004).

### BEHAVIORAL CHARACTERISTICS OF HEARING IMPAIRED INDIVIDUALS

- Lack of attention
- Imitates others
- Responds to noises instead of words
- Lack of speech development
- Turns or cocks head
- Acts out
- Preoccupied with things, not people
- Works best in small groups
- Uses gestures
- Reluctant to participate orally
- Monotone quality in voice
- Difficulty in following directions

### TEACHING TIPS

- Position yourself where the individual with the hearing impairment can see your lips and maintain eye contact; do not turn your back on the individual with a hearing impairment and talk.
- When outdoors, position yourself so that you face the sun rather than the individual with a hearing impairment.
- Use visual attention-getters (i.e., bright cones, jersey flags).
- Provide adequate lighting in the teaching environment.
- Encourage the use of what hearing the individual with a hearing impairment may have.
- Coordinate communication methods (oral, sign, total communication) you're your school.
- Learn some basic signs and use them during instruction.
- Refrain from having long lines and circle formations when giving information.
- Demonstrate or have another participant demonstrate.
- Stand still while giving instructions and keep instructions simple and direct.
- Select activities that allow the individual with a hearing impairment to be actively involved throughout.

- Familiarize the individual with a hearing impairment with rules and strategies of a game before introducing the activity to the rest of the class.

## REFERENCES

Sherrill, C (2004). *Adapted physical activity, recreation and sport: Crossdisciplinary and lifespan*. (6<sup>th</sup> ed). New York: McGraw Hill.

## RECOMMENDED WEB SITES

National Association of the Deaf - [www.nad.org](http://www.nad.org)

Hard of Hearing Advocates - [www.hohadvocates.org](http://www.hohadvocates.org)

Self-Help for Hard of Hearing People - [www.shhh.org](http://www.shhh.org)

National Cued Speech Association - [www.cuedspeech.org](http://www.cuedspeech.org)

USA Deaf Sports Federation - [www.usadsf.org](http://www.usadsf.org)

International Committee of Sports for the Deaf - [www.CISS.org](http://www.CISS.org)

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*Information on this sheet contains only suggested guidelines. Each student must be considered individually, and in many cases, a physician's written consent should be obtained.*