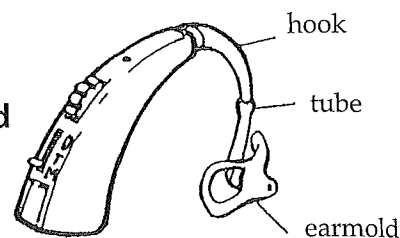


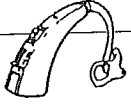









Appendix 8-9

Wearing and Caring for My Hearing Aid

Name _____

Date _____



Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Directions
							1. Get my hearing aid 
							2. Check hearing aid battery 
							3. If the battery is dead, get a new one 
							4. If you have no batteries, bring some from home or ask your teacher for some
							5. Check your earmold. Is it dirty? 
							6. If the earmold is dirty, take the earmold off from the hearing aid. Put the hearing aid in a dry place. Do not get it wet. 
							7. Wash your earmold 
							8. Shake out the earmold or use the air blower
							9. Put the earmold back on the hearing aid 
							10. Put your hearing aid back on 
							11. Turn on your hearing aid 
							12. Turn up the volume to a comfortable level 
							13.
							14.

Appendix 8-8

Hearing Aid and Earmold Care

The following guidelines will reduce unnecessary problems

HEARING AID CARE

Excessive heat and cold may damage a hearing aid. Never leave a hearing aid on a radiator, heater, sunny area, hot car or in any other hot, confined place. The student should not wear a hearing aid when using a hair dryer.

Do not drop a hearing aid on a hard surface. As a precautionary measure, hold the hearing aid over a table, counter or bed when changing batteries or checking function.

Moisture damages a hearing aid. Never wear a hearing aid while taking a shower/bath, hot-tubbing, or swimming. A hearing aid should never be worn in heavy rain without a hat or umbrella. In extremely wet weather, take special precautions to protect a hearing aid if it is to be worn outside.

Hair care products should not be applied while a hearing aid is worn. Hair care products can damage the volume control, switch or microphone opening of a hearing aid as well as damage or melt the case.

Never attempt to open the case of the hearing aid. Many components of a hearing aid are glued to the interior of the case that will be damaged if the hearing aid case is opened. Additionally, the warranty will become void when the case of the hearing aid is opened. Repair costs requested under these circumstances will normally double in price as they are considered a "damage claim" by the manufacturer.

Turn aid "off" ("O" on most aids) and open the battery door when aid is not in use. Dri Aid kits should be used as needed to help eliminate moisture.

Always store the hearing aid in a case or container and preferably inside a drawer. Store the hearing aid in a consistent place every day to help avoid loss.

Pets can cause severe damage to the hearing aid and earmold. Animals have been known to chew on hearing aids and earmolds if left in their reach. Remember that cats do jump and hearing aids should be kept in a hard case that cannot be opened by a curious and persistent animal. Keep this in mind if your child spends the night at another person's home where there are pets.

BATTERIES ARE DANGEROUS IF SWALLOWED. Keep batteries out of children's and pet's reach and separate from medications. Never put a battery in your mouth as you are changing batteries. Call the Poison Control Hotline @ 1-800-452-7165 or your local hospital if batteries are swallowed.

EARMOLD CARE

Earmolds may change color over time as they are worn and exposed to earwax. There is often a brownish or yellowish discoloration of the ear canal...this is normal. However, earmolds should be cleaned whenever they look dirty or are clogged with wax or debris. The following steps should be taken.

- 1) Carefully remove the earmold from the hearing aid by pulling the tubing off the arched hook of the hearing aid.
- 2) Rinse the earmold under lukewarm water for a few minutes. A small refrigerator dish with a tight fitting lid can be filled with soapy water and used as a shaker to clean the earmold. Use a mild liquid soap like Ivory or Dial, not a harsh dish washer or laundry detergent. Rinse well.
- 3) Shake the water out of the earmold and use an air blower to dry out the moisture in the tubing. Your breath contains moisture, so blowing into the tubing is ineffective.
- 4) Replace the earmold on the hearing aid by inserting the earhook into the earmold tubing. Be sure the earmold is lined up with the hearing aid so there will be no kinks or twists in the tubing when put into the ear.

The earmold can also be wiped off with a washcloth that has been wrung out tightly. Never use a sharp or pointed object (like a needle) to clean earwax out of the canal. Any puncture in the earmold could cause feedback problems. A small crochet hook or wax pick works quite well.

Used with permission. From Willamette Education Service District, Deaf and Hard of Hearing Services, Salem, OR.

Your Student with Hearing Loss

Student: _____ Grade: _____ Teacher: _____ Date: _____

School: _____ Contacted by: _____

Learning with a Hearing Loss – Things for the Teacher to Know and Understand

1. Hearing aids and/or cochlear implants do not restore normal hearing. Students who use hearing aids may not be able to hear all of the sounds of speech even when it is quiet and the speaker is close by.
2. The student will almost always miss some of what is said in the classroom if there is ANY background noise.
3. Hearing aids or cochlear implants allow most students to perceive speech occurring **within a distance 3-6 feet**. Imagine a transparent bubble over the student that is 6 feet in diameter. Any speech from farther away will likely be 'heard' but not all of the parts of speech will be perceived, like putting a puzzle together with missing pieces.

In the classroom in this photo the student with hearing loss (who everyone is looking at) would be able to hear students right in front of him. The teacher's voice would likely be heard but only at a soft loudness. Even teachers who speak loudly cannot make up for the effect of the hearing loss when the child is listening at a distance of more than arm's length or a bit farther.



4. You will be surprised sometimes to observe the student being able to 'hear' even when you think he or she could not have done so. Consider the brief children's story in the yellow box. You can clearly read the words but endings are missing and the words are not as distinct so it takes extra time and effort to figure out the story, even if you are reading it carefully. This visual simulation is similar to the listening ability of a child with well-fit hearing aids (25 dB reduction in sound). The small font size represents that sound is perceived more quietly than it is for typically hearing children. Your student may 'hear' but not understand what was said completely because pieces are missing and it takes extra effort to do figure it out. Language delays make this even more challenging.

*Won upon a time a itty
mow when to vit a untry
mow. The untry mow
live in a feel. EEE wuz lad
to shee hi zittyfren.
A too my ran abowda
feel and lay unt noo.*

5. Your student with hearing loss may sometimes look as though he is not paying attention. What is probably happening is that he is working hard to listen and figure out what is being said for a period of time and then taking a bit of a listening break. Think about what you would do if you had to read letters this small all day. You could do it, but you would likely take frequent breaks, closing your eyes for a bit.
6. The more effort spent listening, the fewer cognitive resources will be available for understanding and integrating new information into what is already known. Your student with hearing loss may need to hear something 5 times to 'get it' when peers may only need 1-3 times.
7. Using an FM system is like having your voice a few inches from the student's ear. This helps overcome the effects of distance and noise, making your voice consistently able to hear. As shown by the story, the student may still miss some speech sounds and have to work harder to understand, even with the FM. Pass the mic during discussion.
8. Answers from class peers, quick conversations, jokes and many social interchanges between peers are often not able to be heard completely by the student with hearing loss. Assume that anytime a class peer talks that the student with hearing loss will NOT be able to hear or understand what was said, unless the peer is next to him.



What you can do: Repeat key points; rephrase using different words. Use the FM, including passing the microphone. Set up a signal so the student can let you know when he's struggling. Identify a buddy that can repeat a page number or simple instruction but only as necessary - the student needs to learn to advocate for himself! Support better peer-to-peer communication by keeping the noise down. Help him fit in – hearing devices are like little computers and high tech phones rolled into one (cool!). Encourage him to become his own hearing tech specialist. Explain idioms, multiple meaning words, vocabulary – much of the time these are learned by overhearing others use it in daily conversations.

Be in frequent contact with the person who specializes in working with students with hearing loss _____

I have a Deaf or Hard of Hearing Student in my classroom...
Now What Do I Do?

1. Placement in the Room...

**Seat the student near the front (second row) so the student can see and still get cues from those in front of him/her.

2. Speaking Voice...

**Speak clearly and in your "normal" voice

**DO NOT exaggerate your words or mouth

**TRY not to speak fast

3. Talking to the Student

**Speak directly to student (especially if an interpreter is involved)

**Face the student when speaking; it is easier to read facial expressions and lips

**TRY not to turn your back to the student when you are speaking

**TRY to stay in one place when giving instructions/lecturing so student can follow the conversation

**Keep hands and other objects away from your face when speaking

**Rephrase or repeat if the student doesn't understand you

**Use written messages when needed for very clear communication (if interpreter is not present)

4. Getting Attention

**Tap or touch the student to get his/her attention

**Be sure to have eye contact with student before speaking

5. Peer Buddy/Notetaker

**If possible have extra copies of teacher notes or outline of discussion for students to follow (if IEP states this is needed)

**Ask for a volunteer or assign a peer buddy to take notes for students (if IEP states this is needed)

6. Vocabulary Words

**Give lists of vocabulary words in advance so student has a chance to learn them (per IEP)

**Put key words, vocabulary and new material on chalkboard, overhead and/or paper

7. Assignments

**Put daily and weekly assignments on board; including upcoming tests, projects due, etc...or on a syllabus/calendar

8. Visual Aids

****Use visual aids whenever possible. Many deaf and hard of hearing students are visual learners. This helps them follow discussions.**

9. Reading

****Permit the student to read assignments ahead of time in order to help him/her understand the vocabulary and follow the discussion better.**

****DO NOT have the student read aloud unless they volunteer to do so or ask the student ahead of time if they want to read aloud.**

10. Background Noise

****TRY to keep background noise to a minimum. All extra noises are bothersome when amplified by a hearing aid (overhead, fan, hallway noise, etc.)**

11. Responsibility

****Expect the SAME behaviors and responsibilities from the student as you do any other student. Discipline them as you would all others or late work, sleeping, being late, etc. Even if they have an interpreter-you do the disciplining.**

12. FM System

If the student uses an FM system, please wear the microphone for all class discussion and lecture. If you will be doing "popcorn" reading or group discussions, please pass the microphone to various students who are speaking. **Remember—the student can hear what you are saying even when you are out of the room!
Remember to turn it off if you do not want the Deaf/HH student hearing you!!**

13. Questions

****If you have any questions, feel free to call me at 509-6892 and leave a message or e-mail me at laura_bolender@nobl.k12.in.us**

Laura Bolender

Teacher for the Deaf and Hard of Hearing

Hamilton-Boone-Madison Special Services

bolenderl@wws.k12.in.us

Appendix 8-10 Hearing Aid Troubleshooting

PROBLEM	CAUSE	SOLUTION
Feedback or Squeaking	Earmold not inserted properly	Push into ear or be sure top helix part is inserted properly. If needed, take out and put in again.
	Poor fitting earmold	New earmold. Call Hearing Specialist or Audiologist.
	Cracked or split earmold	New earmold. Call Hearing Specialist or Audiologist.
	Tubing cracked or hardened	New tubing. Call Hearing Specialist or Audiologist.
	Earhook split or stripped	New earhook. Call Hearing Specialist or Audiologist.
	Hearing aid malfunction	Hearing aid repair. Call Audiologist.
	Excessive earwax	Need earwax removed or ears cleaned.
	Hearing aid on wrong volume	Turn to recommended volume.
Dead Aid or No Sound	Dead battery	Test battery and replace if necessary.
	Corrosion on battery contacts	Call Audiologist.
	Battery upside down	Re-insert battery.
	Battery door not shut	Shut battery door.
	Earmold plugged with wax	Remove earmold from aid and clean.
	Moisture in tubing or earhook	Use air blower and Dri-Aid kit.
	Tubing twisted	Untwist tubing. Earmold may need re-tubing.
	Aid on "O" or "T"	Return to "M" or "NS" setting.
	Volume too low	Turn to recommended volume.
	Hearing Aid between settings	Return to "M" or "NS" setting.
	Hearing Aid malfunction	Hearing Aid repair. Call Audiologist.
Distorted or Weak	Weak battery	Test battery and replace if necessary.
	Plugged earmold	Remove earmold from aid and clean.
	Plugged vent	Clean earmold and use air blower.
	Moisture in tubing	Use air blower and Dri-Aid kit.
	Hearing Aid malfunction	Call Audiologist.
	Wrong volume control	Turn to recommended volume.
	Aid on "T" or "NS"	Return to "M" or "NS" setting.
	Tubing twisted	Untwist tubing. Earmold may need re-tubing.
Intermittent Sound	Earmold nearly plugged with wax	Remove earmold from aid and clean.
	Moisture in earmold	Use air blower and Dri-Aid kit.
	Hearing Aid malfunction	Rotate volume control up and down 5-6 times.
		Move switches up and down 5-6 times.
		Hearing aid repair. Call Audiologist.
Noisy or Static Motor-boating	Moisture in tubing	Use air blower and Dri-Aid kit.
	Hearing Aid malfunction	Hearing aid repair. Call Audiologist.
	Battery nearly dead	Test battery and replace if necessary.

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