Let's Communicate Section 6

HEARING
IMPAIRMENT

A handbook for people working with children with communication difficulties

United Nations Children's Fund
New York

Rehabilitation Unit
World Health Organization
Geneva

Rehabilitation Unit
Ministry of Health, Zimbabwe
In the last section we looked at children who have communication difficulties caused by cerebral palsy.

In this section we will look at children who have communication difficulties caused by hearing impairment.

By the end of this section you should be able to
  • identify children who are hearing impaired
  • explain the causes of hearing impairment
  • explain how communication is affected by hearing impairment
  • carry out a communication assessment specifically for a child who is hearing impaired, including informal hearing testing
  • set appropriate goals for a child who is hearing impaired
  • advise on the use of hearing aids
  • give general advice on how to communicate with a hearing impaired child
  • give advice on helping with difficult behaviour
  • recognise the need for, and advise on, sign language
  • refer hearing impaired children appropriately for other specialist help.
Hearing Impairment

Parent's views:

I first suspected that Moses was hearing impaired when he was one and a half years old. I took him to the clinic. The doctor there told me to come back when he was 5 years old if he still wasn't talking. I then took Moses to the traditional healer—we had his tongue cut five times but he still didn't talk. When he was 3 years old I heard about the rehabilitation department so I took Moses along there. From that time on, things have got better! We learnt how to help Moses at home and to teach him many things. Now he helps us!

My neighbours always used to laugh at me and at William — they said he was dull and slow. But I knew he wasn't. I decided to talk to William using signs. My neighbours saw that he understood me and that he followed my instructions. From that day on they stopped laughing!

Because Noreen was deaf I felt sorry for her and I started to treat her differently from my other children. Over time, though, she became naughty and my husband and I found it hard to handle her at home. Then I went to the rehabilitation department and they taught me how to communicate with Noreen. I went home and taught my husband. Slowly, we have come to understand Noreen better and she understands us. Her behaviour is no longer a problem.

When we found out that Margaret was deaf my husband and my family rejected me. I was miserable — I even thought about going to buy poison to kill Margaret. I was so desperate. Now I wonder how I could have thought of doing such a thing — Margaret brings me such a lot of pleasure.
About hearing impairment...

- When a child is unable to hear sounds as well as other children of her age, we say she has a hearing impairment.
- Hearing impairment results from damage to — the "hearing centre" of the brain — the ears.
- No other area of the brain is affected which means that a child who is hearing impaired only has difficulties with hearing. She is not mentally handicapped.
- Sometimes a child might have a hearing impairment and other difficulties as well. In these children, many areas of the brain may be damaged and hearing impairment may not be their main difficulty.
- It is most important that a child who is hearing impaired is identified and given help at an early age — no age is too early. If a child is left beyond 3 years her later development may be seriously affected. See page 11 of this section for ideas on how to identify a hearing impaired child.
- There are different degrees of hearing impairment. Some children may be able to hear quite a lot of sounds. We say they have a mild hearing loss. Other children may only be able to hear with the help of a hearing aid. We say these children have a moderate loss. There are some children who hear very little or nothing and are not helped by a hearing aid. We say these children have a severe or profound loss. They are described as being "deaf". Children with a mild or moderate loss are "hard of hearing".
- The main area of difficulty for a child who is hearing impaired will be learning to speak. If a child is unable to hear well it will be very difficult for her to learn to speak well. This is because we learn to talk by hearing people talking around us and by hearing ourselves attempting to talk. However, all hearing impaired people can learn to communicate.
- There are many different causes of hearing impairment. For more details, turn to page 4.
What can we realistically expect of a hearing impaired child?

Remember! A disabled child must be helped to achieve as much as he possibly can. If we expect more of him, he is likely to achieve more. If we expect less of him, he is likely not to achieve as much. So you see, our expectations are vitally important - make sure yours are positive and realistic.

A hearing impaired child should be able to...
- communicate effectively using all means of communication
- carry out all domestic activities and be a valued member of a family and community
- attend his local pre-school
- have access to primary and secondary education that will meet his needs
- have opportunities to mix with other hearing impaired children and with hearing impaired adults.

...and as an adult he should be able to...
- take an active part in family and community life
- have access to further education and training opportunities
- have opportunities for employment
- form relationships and have children.

So you see... a hearing impaired child can achieve a great deal, but this depends on the facilities and opportunities that are available to him. These will vary greatly from country to country and even within a country. So it is up to us to help the child achieve as much as possible within the constraints of the resources available.

What are our aims in working with a hearing impaired child?

We aim
- to improve all a child’s communication skills
- to encourage the form of communication that is best for the child
- to give support and guidance to parents
- to advise on the use of hearing aids when appropriate
- to provide opportunities for hearing impaired children to meet together and to meet with hearing impaired adults
- to refer children on for further help when needed, for example, pre-school, special school, doctor...

And now, let's look at the causes of hearing impairment...
Now let's look in more detail at the structure of the ear and at the causes of hearing impairment...

Often, hearing impairment is said to cause an invisible disability. This is because a child who is hearing impaired looks just the same as any other child. We cannot see hearing impairment because it is caused by damage inside the head. So now let's look inside the head...

The only part of the ear that is visible to us, is the outer ear. But notice how there is much more to do with the ear and hearing inside the head...
And now let's take a closer look specifically at the ear...

**Outer ear**
The outer ear collects sounds and carries them to the middle ear. Sometimes wax or a bead might be stuck in this part of the ear but it will not stop a child from hearing.

**Middle ear**
The middle ear acts like a drum. It is filled with air and has three tiny bones inside. When sounds enter the middle ear the drum vibrates and the bones move. This is how sounds are passed on to the inner ear. Sometimes if the middle ear is infected it becomes filled with a glue-like substance. This stops the drum and the bones in the middle ear from moving properly and it is harder for sound to be carried to the inner ear.

**Inner ear**
The inner ear is a coiled tube filled with a substance a bit like water. In the tube there are also hairs. As the drum of the middle ear moves, this makes the water and the hairs in the inner ear move too. It is this movement of the hairs that sends the message (sound) to the hearing centre of the brain. In the brain the message is registered. Damage to the inner ear can be caused in different ways, for example, if a mother is sick with measles while she is pregnant; or if a small child has meningitis. Sometimes the cause is not known.

Problems in the outer and middle ear can often be helped if they are treated early enough.

Unlike problems in the outer and middle ear, problems in the inner ear cannot be cured simply and the deafness is permanent.

Remember, sometimes we do not know the cause of hearing impairment.
**Problems in the middle ear**

- Problems in the middle ear are a common cause of hearing impairment. With the right care, many of these problems can be prevented or lessened. For this reason it is essential to care well for a child’s ears. We need to know what advice to give parents when they come to us with a question. Here are the most commonly asked questions with ideas of advice to give.

**Remember!**
- Never use sharp objects to clean a child’s ears.
- If you are not sure what advice to give, and parents are worried about their child’s ears, be sure to send them to their local clinic.
- **If the child’s middle ear problem persists, be sure to send them to a doctor or to an ear, nose and throat specialist if possible, for more advice.**
- Problems in the middle ear can be treated. Problems in the inner ear cannot be treated.

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**EAR CARE**

<table>
<thead>
<tr>
<th>Question</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the child’s ear look dirty? If so...</td>
<td>• Clean the <strong>outside</strong> of the ear with a soft, damp cloth.</td>
</tr>
<tr>
<td></td>
<td>• The <strong>inside</strong> of the ear <strong>does not</strong> need cleaning.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Never</strong> put sharp objects into the ear, e.g. matches, sticks, needles.</td>
</tr>
<tr>
<td>Does the child have a lot of wax or an object in her ear? If so...</td>
<td>• Put 2 drops of warm (not hot) oil (like Olivine) into the ear twice a day. After a few days the wax will come out on its own.</td>
</tr>
<tr>
<td>Does the child have ear ache, or pus coming from her ears? If so...</td>
<td>• Send the child to the local clinic for treatment straight away.</td>
</tr>
</tbody>
</table>

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**Problems in the middle ear** can only be helped if they are caught early enough. If they are left without treatment for a long time they can lead to serious damage and permanent hearing loss.
Hearing impairment — questions and answers...

There are a lot of wrong beliefs about hearing impairment...

A child who is hearing impaired is not as intelligent as other children.

Hearing impaired children cannot talk because they have tongue-tie.

Hearing impairment is caused by flaps growing over the ears.

...but now let’s answer questions that are often asked and hear the truth about hearing impairment...

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I to blame for my child’s hearing impairment?</td>
<td>No! You are not to blame. There are many reasons why a child might not hear well, and none of them is the mother’s or father’s fault. To know more about the causes of hearing impairment, turn to pages 4-5 of this section.</td>
</tr>
<tr>
<td>Is there any pill or operation that will cure my child’s impairment?</td>
<td>No! Once a child has an inner ear hearing impairment, there are no pills or simple operations that will make it better. A child’s level of hearing impairment will usually not get better, and it will not get worse.</td>
</tr>
<tr>
<td>If I clean my child’s ears will it help him to hear?</td>
<td>A child’s ears do not normally need cleaning but if there is a lot of wax or pus in the ears it is good to clean them. But you must be very careful — look on page 6 for ideas on how to do it properly.</td>
</tr>
<tr>
<td>Is there anything wrong with my child’s tongue?</td>
<td>No! There is nothing wrong with your child’s tongue. The reason he cannot talk is because he cannot hear.</td>
</tr>
</tbody>
</table>
### ...more questions and answers...

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will my child ever talk?</td>
<td>This depends partly upon the degree of hearing loss and the kind of help available. It is very difficult for deaf children to learn to talk. Children who are hard of hearing may be able to develop some speech if they are helped. All children, however, can learn to communicate. The rest of this section will give you many ideas on how you can help your children.</td>
</tr>
<tr>
<td>Are all hearing impaired children the same?</td>
<td>No! Just like children who hear, every hearing impaired child is different. Each has her own character, and particular type of hearing loss. Some children hear many sounds, while others hear nothing. Some hear high sounds but not low sounds. So you see, every hearing impaired child is different!</td>
</tr>
<tr>
<td>Can a hearing aid help my child to talk?</td>
<td>The help that a hearing aid can give will depend on the degree of hearing loss and the child's age. <strong>The earlier an aid is fitted the better.</strong> A hearing aid when fitted to a young hard of hearing child, may help her to talk, especially if she is encouraged and stimulated. However, a hearing aid will not help a deaf child to talk.</td>
</tr>
<tr>
<td>Can my child learn and go to school like other children?</td>
<td>Yes! Her ability to learn is not affected by the hearing impairment. Your child can learn as much as other children, but it is important that she has extra help from her family from a very early age. She will need extra help at school.</td>
</tr>
</tbody>
</table>
Where will the breakdown in the communication cycle be?

We have already said that communication will be the main area of difficulty for a child who is hearing impaired. Let's look at where the breakdown in the communication cycle will be...

1. Hear and see the message
   - Where is the cup?

2. Register what you see and hear
   - ?

3. Recognise what you see and hear
   - ?

4. Recognise the meaning
   - ?

5. Decide on the response
   - I knew what I'd been asked. I could responds.

6. Decide how to send the response
   - ?

7. Choose sounds and words
   - 

8. Know order of symbols
   - 

9. Send the response - monitor and correct it
   - 

Expression using verbal and non-verbal messages

Understanding of verbal and non-verbal messages

Children who are hearing impaired

- often understand a signed message, but may have difficulty understanding a spoken message
- know what they want to say
- can express themselves using signs but might have difficulty using speech.
...Let's think about this in a bit more detail...

Look what happens to the communication cycle when we use only spoken language with a hearing impaired child!

Spoken language only...

Where is my hat?

Cannot hear message.

Unable to register sounds.

Unable to respond appropriately.

Unable to choose order of symbols.

Sounds/words?

Signs?

Pictures?

body language

Unable to recognise speech sounds.

Unable to recognise meaning.

Unable to choose words, signs or pictures for response.

...cycle breaks down...

...and now look at what happens when signs as well as spoken language are used.

Where is my hat?

Sees the message.

Sends signed response.

Knows order of signs.

Registers the signs.

Recognises the signs.

Recognises the meaning.

Decides on response.

Signs and spoken language...

Decides how to send response.

I will use signs.

Under the table.

I need to tell him his hat is under the table.

He wants to know where his hat is.

...cycle does not break down.

Now think - which method of communication do you think is best to use with a hearing impaired child? Remember ... it is up to us to make sure that the communication cycle does not breakdown.
IDENTIFICATION

Why do we need to identify a child who is hearing impaired?

- A child who is hearing impaired has special needs. For these needs to be met a child must be identified as being hearing impaired so he can be given appropriate help.

- Correct identification at any age is important, but **early identification is what we must aim for**. By early identification we mean that a child's difficulty with hearing should be identified as early as possible. **No age is too young**. This is because we can do more to help a hearing impaired child when he is young.

- Some children are not born hearing impaired but become hearing impaired later on in life. It is equally important that these children are identified and given help.

What do we need to look out for?

- We need to notice whether a child responds to sounds like other children of his age.

- We also need to notice whether a child is developing spoken language like other children of his age.

- A child who is not responding to sounds or who is not developing spoken language might have a hearing impairment.

Does that mean that all children who don’t learn to talk have a hearing impairment? No! There are many different reasons why a child might not talk. Hearing impairment is just one reason.

How can we identify a child who is hearing impaired?

- We can get an idea of whether a child is hearing impaired or not by
  - observing the child and talking to the parents
  - “testing” the child’s hearing
  - completing the communication assessment profile.

Let’s now look at each of these in more detail...
Observing the child and talking to the parents

The following questions might help to guide your observations...

• Does the child look like other children?

A hearing impaired child looks just the same as other children, unless the hearing impairment is part of a syndrome which effects the hearing and the appearance of the child.

• Does the child play and interact like other children?

A hearing impaired child will play and interact like other children although she may have a tendency to be withdrawn if she has not been encouraged to communicate.

• Are the child’s physical abilities the same as other children of her age?

A hearing impaired child will normally have the same physical abilities as any child. However, her early development may have been delayed if she suffered an illness such as meningitis.

• Does the child turn to the sound of her name?

A hearing impaired child, depending on her level of hearing, might not respond when her name is called from behind.

• Does the child use a lot of gesture to communicate?

A hearing impaired child often relies on gesture to get her message across.

• Were there any illnesses during pregnancy or difficulties during the birth?

Sometimes hearing impairment is caused by an illness in the mother during pregnancy, or by difficulties at birth. Premature babies are also at risk of hearing impairment.

• Has the child had any serious illnesses?

Hearing impairment can be caused by an illness such as meningitis.

...Now let's look at ways of testing a child's hearing...
Testing the child's hearing

In order to be sure that a child has difficulty hearing we may want to test his hearing as well as observing him and talking to his parents. All this information will help us to decide whether a child is hearing impaired or not. But before carrying out a hearing test we need to think carefully - why are we doing it? Think about the following points...

There are different ways of testing hearing

- formal
- informal.

**Formal testing**

- This is usually carried out by a specially trained person who uses technical equipment to assess the exact level of a child's hearing.
- In many countries facilities for formal hearing testing are often available only at central level in hospitals and schools for the deaf.
- The detailed results provided by formal hearing tests are used for those children for whom a hearing aid is appropriate and where there is a variety of hearing aids available. Such detailed results help to ensure that the appropriate hearing aid is fitted on the child.
- It would be ideal to have all children who are thought to have a hearing loss, formally tested. When that is not possible, informal testing can gives us the information we need in order to decide how to help the child learn to communicate.

**Informal testing**

- This can be carried out by anyone who has the necessary skills.
- It uses simple equipment and straightforward techniques, and a quiet place free of distractions.
- The results provided by an informal hearing test may not be detailed, but they will tell us whether a child has a mild, moderate or more profound hearing loss.
- Every child who is suspected of having a hearing loss should be informally tested.

Now let's look at how to do it...!
Did you know...

- There are different ways of testing a child’s hearing depending on the age of the child.
- Each of the different ways is given a particular name and we will look at each of these in detail.

<table>
<thead>
<tr>
<th>Developmental age of child</th>
<th>Name of test</th>
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<tbody>
<tr>
<td>6 months – 2 years</td>
<td>Distraction test</td>
</tr>
<tr>
<td>2 years – 3½ years</td>
<td>Co-operative test</td>
</tr>
<tr>
<td>3½ years –</td>
<td>Performance test</td>
</tr>
</tbody>
</table>

But before you start testing...

A hearing test is only one part of a child's communication assessment. We must always look at all areas of a child's development.

Remember!

Once we have a test result we need to think about how that result will effect what we do to help the child. A test result taken on its own is of little value - it is how we use the result that is important.

We should never take test results as final. If we are in doubt, we must be prepared to test again and to reconsider our original results.

Some children may be shy or unco-operative in a testing situation. We can gently encourage these children, but we cannot force them. If testing is unsuccessful on one day, arrange to try again on another day!
6 months - 2 years: Distraction test

Where can we do it?
• A quiet place, free of distractions and background noise.

Who can do it?
• It needs two people who have some knowledge of distraction testing, along with one parent and the child.

What is needed?
• A plain, simple object (for distracting the child)
• Two chairs (if available).

What is the aim of the test?
• To check which sounds the child is hearing and how loud these sounds need to be for him to respond.
• This is done by presenting different sounds at different levels of loudness behind the child, as described on the next pages.

How do we get ready?
• The child is held on the parent’s knee facing forward, head erect.
• One tester sits in front of the parent and child. His role is to get the child’s attention by showing him a small toy, which does not make a noise.
• The other tester sits behind the parent, being sure to keep out of sight of the child. His role is to present the sound stimulus.
• The testers should repeat the test several times until they have seen the child respond positively at least three times.

Tester in front...
• should keep the activity for distracting, quiet and calm and simple
• must draw attention quietly to the object, not to himself
• must avoid looking at the other tester
• must not react in any way, when a sound is made

The parent...
• must be sure not to react in any way when the sound is produced, by moving or turning
• must hold the child so he is steady but is free to turn

Tester behind...
• must be sure the child is not aware of his presence
• must remain outside the child’s line of vision
• must be sure the child does not see his shadow
• should present the sound horizontal with the baby’s ear and one metre away and always out of sight of the child
Which sounds should we use?

- Both high and low frequency sounds should be used.
- To make a “high frequency” sound, the tester makes a clear “s” sound and repeats it rhythmically.
- To make a “low frequency” sound, the tester makes a humming noise.
- The sounds should be presented as quietly as possible, and only get gradually louder if the child does not respond.

And now we’re ready to go!

1. The tester in front, calmly captures the child’s attention.

2. The tester in front, calmly covers the object of attention. The tester behind gets ready to make a sound which is directed to one of the child’s ears.

3. The tester behind, makes the sound. If the child responds praise her with a smile. If the child does not respond, make the sound louder until child responds.

4. The front tester gets the child’s attention again and the procedure is repeated with the sound now presented to the other ear. Both high and low frequency sounds must be presented several times to each ear. The front tester observes quietly how the child is responding.
2 years – 3 1/2 years: Co-operative test

Where can we do it?
- A quiet place, free from distraction and background noise.

Who can do it?
- One person with some knowledge of co-operative testing, plus the child. It is advisable for one other person, preferably the parent, also to be present.

What is needed?
- Four objects which are familiar to the child. If possible, use pairs of objects which have similar sounding names in the child’s language, for example, cup/duck, spoon/shoe in English. Think of suitable objects to use in your language.

What is the aim of the test?
- To check that the child can hear simple instructions given very quietly, and can hear the difference between similar sounding words.

How do we do the test?

1. The child is seated on the parent’s knee, both facing the tester. There is a small table in front of the child, on which the objects will be displayed.

2. The tester brings out each object individually and checks with the parent that the object is known to the child. The tester will show each object to the child and name it as he places it on the table.

Here’s a spoon. Look, Chipo... a spoon!

Note - if there are no chairs and tables available this test can easily be done on the floor.
3 The tester should arrange the objects on the table, so that they are about 20 cm apart in a semi-circle. Before she begins to test, she shows the child what is going to happen.

4 In a normal conversational voice, the tester asks the child “Where’s the shoe?” If the child does not point or look, say “Look at the shoe.” The tester must watch carefully to see if the child makes a definite point, or eye gaze to the object.

5 When the child responds correctly, praise her. Give 3 more instructions to the child, until she is used to the game. Now testing can begin.

6 The tester should lower her voice to its quietest level, cover her mouth to avoid giving the child visual clues, and give further instructions to the child. The tester must note how, and at what loudness levels, the child responds to the instructions.

**Important hints for the tester**
- Use a quiet voice, but do not whisper.
- Be sure the child does not see your mouth when you give the testing instructions.
- Occasionally move the objects around so the child doesn’t learn the responses in order, and to keep the child’s interest.
- Be sure the objects are far enough apart.
- Only reward the child when she gives a definite look at the object, not merely a sweeping gaze.
3½ - 5 years: Performance test or “go game”

Where can we do it?
- A quiet place, free of distractions and background noise.

Who can do it?
- Two or three people, at least one of whom has some knowledge of performance testing, and the child.

What is needed?
- A container (such as a tin) and some small objects (for example, stones or bottle-tops) for putting into the container.

What is the aim of the test?
- To check which sounds a child is hearing by getting the child to put items into a container in response to high and low frequency sounds presented to each ear.

How do we get ready?
- Explain the activity to all present.
  1 The person playing, has a pile of stones and the tin near him.
  2 He watches the tester and listens carefully.
  3 Every time the tester says “go!” he must put a stone into the tin.
- Let one of the adults present play this game so that the child can see how it is done.
- When the tester says “go!” he should use a visual clue, for example, raising eyebrows, or nodding head, to draw the child’s attention to the sound.
- Invite the child to play.
- Initially the tester should guide the child’s hand to put the stone in at the sound of “go!” After 4-5 guided practices, the child should be ready to do it on his own. (If he is not ready, even after 20 tries, it is likely that he is developmentally too young for this test.)
- Once the child is used to the game, with the sound being presented at ordinary level, and visual clues given, the actual testing can begin.
Which sounds should be used?
• The tester will use the sounds “go” and “sss”, presented at the quietest level and getting louder until the child responds.

And now let’s do the test!

1 The tester should now position herself where the child cannot see her face, possibly sitting on one side of the child, slightly behind, and an arm’s length away. The child should be encouraged to look at the game, not at the tester.

2 The tester should now say “go!” and the child should respond by putting a stone in the tin. The tester should vary the intervals between saying “go”, so that the child does not get into a rhythm of responding. The sound must be presented at its quietest level and only get louder if the child does not respond.

3 Continue with “go” until the child is giving a consistent response. Then change the stimulus to “sss”. For the first 3 times, guide the child’s hands until he is used to the new sound.

4 Continue the test as before only now using “sss” for the sound. Note what level of loudness the child responds to. Now repeat the procedure from the other side, to check the child’s other ear.

A child who has a severe physical disability may have difficulty with this test. It may be more appropriate to use the co-operative test. Think how you can adapt the tests with her. Think how you can adapt the tests with her. Think how you can adapt the tests with her. Think how you can adapt the tests with her. Think how you can adapt the tests with her. A child who has a mental handicap may find this test difficult. A co-operative test, or even a distraction test, may be better for her. Also, think it is hearing impairment this child’s greatest difficulty? Or is it more important to concentrate on other areas of difficulty?
How do we know if the child has a hearing loss?

As a guide remember....

- **A child who has no hearing loss** will respond to even the quietest sound presented to them, and will hear all speech sounds.

- **A child who has a mild hearing loss** will respond to sounds that are just slightly louder than normal. He will not respond to very quiet sounds. He can hear voices talking at a normal level of loudness, but he may not hear all the sounds.

- **A child who has a moderate loss** will not respond to sounds unless they are considerably louder than normal. He cannot hear people talking at a normal level, but he may hear loud voices.

- **A child who has a profound hearing loss** may not respond to any sounds at all, or only to the very loudest sounds. He will not hear people talking even if they use loud voices.

But beware! There may be reasons, not related to hearing, which prevent the child from responding to the sounds:

- the child may be developmentally too **young** for the test

- the child may be feeling **tired** or **unwell** on that day

- the child may be **physically disabled** and unable to turn his head or use his hands

- the child may have a **mental disability**

And don’t forget – practice makes perfect!
Important points to remember about hearing testing

• Before carrying out a hearing test, look at the child as a whole, and check all her other areas of development.
• If it is possible, a child with suspected hearing impairment, should be given a formal hearing test.
• An informal hearing test will also give us information about a child's level of hearing. It will help us to decide what methods of communication would be best for the child.
• According to the age of the child, different hearing tests should be carried out.
• A hearing test is only one part of our overall involvement with a hearing impaired child.
• It is essential to give follow-up advice to a parent after hearing testing has been carried out. The results of a hearing test alone are of little use to parents.
• The results of a hearing test will affect what we decide to do to help the child. These results must always be explained clearly to the parents.
• Testing a child’s hearing is not always foolproof. We may make mistakes or the child may not cooperate. Always be prepared to test a child’s hearing again and to reconsider your results.
• Because communication is the main area of difficulty for children who are hearing impaired, this is the area in which they need most help.

• To achieve our long term goal of enabling a hearing impaired child to communicate effectively, we need to carry out an assessment of the child’s communication skills. In this way, we can plan appropriate short term goals to help the child achieve the long term goal.

ASSessment

• In Section 2 we looked in detail at how to assess a child’s communication skills.

• To assess the communication of a hearing impaired child we must use the form and follow the guidelines described in that section.

• On the next 3 pages we will look at a typical assessment checklist profile of - a child who has a mild hearing loss.
  - a child who has a moderate hearing loss.
  - a child who has a profound hearing loss.

Then on page 27 we will compare the strengths and needs of hearing impaired children with those of children with other disabilities.

• All this information will help us to decide whether a child is hearing impaired or not and what degree of hearing impairment he has.

• Once we have decided on a child’s level of hearing and we have completed an assessment form for him, we can start to plan appropriate short term goals to meet his needs.

Remember! A child with a mild loss can hear loud voices. A child with a moderate hearing loss can only hear loud voices when a hearing aid is used. A child with a profound loss does not respond to any sounds, even when a hearing aid is used.

Read on...
So what will the assessment checklist profile look like for a child who is mildly hearing impaired?

Just look at the checklist for Tsitsi below...

<table>
<thead>
<tr>
<th>STAGE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>0-6 months</td>
<td>6-12 months</td>
<td>12-18 months</td>
<td>1½ - 3 years</td>
<td>3-5 years</td>
</tr>
<tr>
<td>SPEECH</td>
<td>Does child make cooking and babbling sounds?</td>
<td>Does child repeat sounds and babble tunefully?</td>
<td>Does child use sounds with meaning and some recognisable words?</td>
<td>Does child use single words and sometimes put 2 words together?</td>
<td>Does child put words together to make sentences?</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>Is he understood by strangers? If &quot;No&quot;, describe.</td>
</tr>
<tr>
<td>UNDERSTANDING</td>
<td>Does child understand how basic needs will be met, e.g. crying if hungry or wet?</td>
<td>Does child understand simple instructions when gestures are used?</td>
<td>Does child follow instructions when gestures are not used, e.g. shows parts of her body when spoken to with a loud voice</td>
<td>Does child use simple language like other children of her age?</td>
<td>Can child follow and take part in conversations?</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>GESTURE</td>
<td>Does child smile, frown, laugh?</td>
<td>Does child point to objects or people that she is interested in?</td>
<td>Does child link gestures with a situation, e.g. waves &quot;bye bye&quot;, claps &quot;thank you&quot;?</td>
<td>Does child use gesture to get other people to do things for her, e.g. points to cup when she wants a drink?</td>
<td>Does child use gesture to get her messages across?</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>PLAY</td>
<td>Is child interested in people and objects?</td>
<td>Does child explore/ play with objects?</td>
<td>Does child like simple pretend play, e.g. putting spoon in cup, pretending to feed herself?</td>
<td>Does child build with bricks, pretend play?</td>
<td>Does child enjoy games with rules?</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>ATTENTION</td>
<td>Does child look at mother/carer when she speaks?</td>
<td>Does child look towards new sounds or things?</td>
<td>Can child attend to simple tasks and not be distracted by new sounds or things?</td>
<td>Can child attend for longer periods to more difficult tasks, e.g. building blocks, pretend play?</td>
<td>Can child listen and speak to people while she is doing a task?</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>Does child respond to sound and look to where it is coming from?</td>
<td>Does child recognize differences in sounds and their meanings, e.g. dog, barking, bus arriving?</td>
<td>Does child listen when mother/carer speaks to her?</td>
<td>Does child listen more carefully to speech?</td>
<td>In a noisy place can child ignore background noise and listen to mother/carer?</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>TURN TAKING &amp; IMITATION</td>
<td>Does child take turns in making sounds with mother/carer, i.e. if mother copies child's sounds will she repeat them?</td>
<td>Does child repeat her own sounds in a playful way?</td>
<td>Does child imitate adult's actions and sounds?</td>
<td>Does child try to copy words she hears?</td>
<td>Can child take turns in a conversation?</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES OF DAILY LIVING</td>
<td>Can child close lips on a spoon?</td>
<td>Does child chew food and drink from a cup?</td>
<td>Does child feed herself?</td>
<td>Does she wash her own face and hands?</td>
<td>Can she wash and dry herself?</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Strengths:</td>
<td>Gesture</td>
<td>Play</td>
<td>Attention</td>
<td>Turn taking</td>
<td>ADL</td>
</tr>
<tr>
<td>Needs:</td>
<td>Listening</td>
<td>Imitation</td>
<td>Understanding</td>
<td>Speech</td>
<td></td>
</tr>
</tbody>
</table>
And what about the assessment checklist for a child who is moderately hearing impaired?

Look at the checklist for Margaret below to get an idea...

<table>
<thead>
<tr>
<th>STAGE</th>
<th>0-6 months</th>
<th>6-12 months</th>
<th>12-18 months</th>
<th>1½ - 3 years</th>
<th>3-5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPEECH</strong></td>
<td>Does child make cooling and babbling sounds?</td>
<td>Does child repeat sounds and babble tunefully?</td>
<td>Does child use sounds with meaning and some recognizable words?</td>
<td>Does child use single words and sometimes put 2 words together?</td>
<td>Does child put words together to make sentences?</td>
</tr>
<tr>
<td></td>
<td>When a baby.</td>
<td>Makes sounds but not very tuneful.</td>
<td>Some sounds with meaning but no word.</td>
<td>X</td>
<td>Is he understood by strangers? If &quot;No&quot;, describe.</td>
</tr>
<tr>
<td><strong>UNDERSTANDING</strong></td>
<td>Does child understand how basic needs will be met, e.g. crying if hungry or wet?</td>
<td>Does child understand simple instructions when gestures are used?</td>
<td>Does child follow instructions when gestures are not used, e.g. shows parts of her body?</td>
<td>X</td>
<td>Can child follow and take part in conversations?</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GESTURE</strong></td>
<td>Does child smile, frown, laugh?</td>
<td>Does child point to objects or people that she is interested in?</td>
<td>Does child link gestures with a situation, e.g. waves &quot;bye bye&quot; and claps &quot;thank you&quot;?</td>
<td>Does child use gesture to get other people to do things for her, e.g. points to cup when she wants a drink?</td>
<td>Does child use gesture to get her messages across?</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLAY</strong></td>
<td>Is child interested in people and objects?</td>
<td>Does child explore play with objects?</td>
<td>Does child like simple pretend play, e.g. putting spoon in cup, pretending to feed herself?</td>
<td>Does child build with bricks?</td>
<td>Does child enjoy games with rules?</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ATTENTION</strong></td>
<td>Does child look at mother/carer when she speaks? Only if mother gets child's attention first.</td>
<td>Does child look at new sounds or things?</td>
<td>Can child attend to simple tasks and not be distracted by new sounds or things?</td>
<td>Does child attend for longer periods to more difficult tasks, e.g. building bricks, pretending play?</td>
<td>Can child listen and speak to people while she is doing a task?</td>
</tr>
<tr>
<td></td>
<td>Only if sounds are very loud.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LISTENING</strong></td>
<td>Does child respond to sound and look to where it is coming from?</td>
<td>Does child listen with difficulty?</td>
<td></td>
<td></td>
<td>In a noisy place can child ignore background noise and listen to mother/carer?</td>
</tr>
<tr>
<td></td>
<td>Only very loud sounds have been heard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TURN TAKING &amp; IMITATION</strong></td>
<td>Does child take turns in making sounds with mother/carer, i.e. if mother copies child's sounds will she repeat them?</td>
<td>Does child repeat her own sounds in a playful way?</td>
<td>Does child imitate adult's actions and sounds?</td>
<td>Does child try to copy words she hears? X</td>
<td>Can child take turns in a conversation?</td>
</tr>
<tr>
<td></td>
<td>Sometimes, but not often.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITIES OF DAILY LIVING</strong></td>
<td>Can child close lips on a spoon?</td>
<td>Does child chew food and drink from a cup?</td>
<td>Does child feed herself?</td>
<td>Does she wash her own face and hands?</td>
<td>Can she wash and dry her mouth?</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does she take food to her mouth?</td>
<td>Does child cooperate in dressing?</td>
<td>Can she take off simple clothes?</td>
<td>Can she put on simple clothes?</td>
<td>Can she dress herself?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does child take turns in her games?</td>
<td>X</td>
<td></td>
<td></td>
<td>Can she make bed?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does child sit with support?</td>
<td>Does child pull up to standing?</td>
<td>Does child run stiffly?</td>
<td>Can she jump?</td>
<td>Can child jump?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can she walk with support?</td>
<td>Can she walk with both feet together?</td>
<td></td>
<td>Can she jump with both feet together?</td>
<td>Can child skip?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengths:** Attention, Turntaking, Play, ADL, Gross motor.

**Needs:** Listening, Understanding, Speech, Gesture.
And the assessment checklist profile for a child who is severely hearing impaired?

This is the checklist for William. He is severely hearing impaired. Take a look....

<table>
<thead>
<tr>
<th>STAGE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>0-6 months</td>
<td>6-12 months</td>
<td>12-18 months</td>
<td>1½ - 3 years</td>
<td>3-5 years</td>
</tr>
<tr>
<td>SPEECH</td>
<td>Does child make cooing and babbling sounds?</td>
<td>Does child repeat sounds and babble tunefully?</td>
<td>Does child use sounds with meaning and some recognisable words?</td>
<td>Does child use single words and sometimes put 2 words together?</td>
<td>Does child put words together to make sentences?</td>
</tr>
<tr>
<td>UNDERSTANDING</td>
<td>Does child understand how basic needs will be met, e.g. crying if hungry or wet?</td>
<td>Does child understand simple instructions when gestures are used?</td>
<td>Does child follow instructions when gestures are not used, e.g. shows parts of his body?</td>
<td>Does child understand simple language like other children of her age?</td>
<td>Can child follow and take part in conversations?</td>
</tr>
<tr>
<td>GESTURE</td>
<td>Does child smile, frown, laugh?</td>
<td>Does child point to objects or people that she is interested in?</td>
<td>Does child link gestures with a situation, e.g. waves “bye bye”, claps “thank you”?</td>
<td>Does child use gesture to get other people to do things for her, e.g. points to cup when she wants a drink?</td>
<td>Does child use gesture to get her messages across?</td>
</tr>
<tr>
<td>PLAY</td>
<td>Is child interested in people and objects?</td>
<td>Does child explore/explore with objects?</td>
<td>Does child like simple pretend play, e.g. putting spoon in cup, pretending to feed herself?</td>
<td>Does child build with bricks?</td>
<td>Does child enjoy games with rules?</td>
</tr>
<tr>
<td>ATTENTION</td>
<td>Does child look at mother/carer when she speaks?</td>
<td>Does child look towards new sounds or things?</td>
<td>Can child attend to simple tasks and not be distracted by new sounds or things?</td>
<td>Does child attend for longer periods to more difficult tasks, e.g. building bricks, pretend play?</td>
<td>Can child listen and speak to people while she is doing a task?</td>
</tr>
<tr>
<td>LISTENING</td>
<td>Does child respond and look to where it is coming from?</td>
<td>Does child recognise differences in sounds and their meanings, e.g. dog barking, bus arriving?</td>
<td>Does child listen when mother/carer speaks to her?</td>
<td>Does child listen more carefully to speech?</td>
<td>In a noisy place can child ignore background noise and listen to mother/carer?</td>
</tr>
<tr>
<td>TURNTAKING &amp; IMITATION</td>
<td>Does child take turns in making sounds with mother/carer, i.e. if mother copies child’s sounds will she repeat them?</td>
<td>Does child repeat her own sounds in a playful way?</td>
<td>Does child imitate adult’s actions and sounds?</td>
<td>Does child try to copy words she hears?</td>
<td>Can child take turns in a conversation?</td>
</tr>
<tr>
<td>ACTIVITIES OF DAILY LIVING</td>
<td>Can child close lips on a spoon?</td>
<td>Does child chew food and drink from a cup?</td>
<td>Does child feed herself?</td>
<td>Does she wash her own face and hands?</td>
<td>Can she wash and dry herself?</td>
</tr>
<tr>
<td>GROSS MOTOR</td>
<td>Does child bring hands to mouth?</td>
<td>Does she pull up to standing?</td>
<td>Is she starting toilet training?</td>
<td>Can she almost toilet trained?</td>
<td>Does she see to own toilet needs?</td>
</tr>
</tbody>
</table>

Strengths: Attention, Play, ADL, Gross motor.

Needs: Listening, Turn-taking, Understanding, Gesture, Speech
Now let’s summarise and compare the abilities of a child who has a hearing impairment with those of children who have other disabilities.

Checking your assessment profile against the column below will help you to decide whether the child you have assessed really does have a hearing impairment. If the profile obviously does not match up with the column, think again!

<table>
<thead>
<tr>
<th>MENTAL HANDICAP</th>
<th>DEVELOPMENTAL DELAY</th>
<th>CEREBRAL PALSY</th>
<th>HEARING IMPAIRMENT</th>
<th>MULTIPLE DISABILITY</th>
<th>SPECIAL DIFFICULTIES WITH SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severely affected</td>
<td>Severe delay</td>
<td></td>
<td>May use sounds, but often severe difficulty with speech</td>
<td>Severe affected</td>
<td>Mildly, severely affected</td>
</tr>
<tr>
<td>Moderately affected</td>
<td>Moderate delay</td>
<td></td>
<td>Understand spoken language, but understands situations and gestures</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td>Mildly affected</td>
<td>Mild delay</td>
<td></td>
<td>Uses gesture for expression</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDERSTANDING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severely affected</td>
<td>Severe delay</td>
<td></td>
<td>Often severe difficulty understanding spoken language, but understands situations and gestures</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td>Moderately affected</td>
<td>Moderate delay</td>
<td></td>
<td>Uses gesture for expression</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td>Mildly affected</td>
<td>Mild delay</td>
<td></td>
<td>Uses gesture for expression</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GESTURE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds speech</td>
<td></td>
<td></td>
<td>Often severe difficulty with speech</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td>Moderate speech</td>
<td>Moderate delay</td>
<td></td>
<td>Uses gesture for expression</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td>Slow to speech</td>
<td>Mild delay</td>
<td></td>
<td>Uses gesture for expression</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like child of a young child</td>
<td>Severe delay</td>
<td></td>
<td>Often severe difficulty understanding spoken language, but understands situations and gestures</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td>Moderate child of same age</td>
<td>Moderate delay</td>
<td></td>
<td>Uses gesture for expression</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td>Younger child of same age</td>
<td>Mild delay</td>
<td></td>
<td>Uses gesture for expression</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTENTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severely affected</td>
<td>Severe delay</td>
<td></td>
<td>Understanding situation and some gestures</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td>Moderately affected</td>
<td>Moderate delay</td>
<td></td>
<td>Understanding situation and some gestures</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td>Mildly affected</td>
<td>Mild delay</td>
<td></td>
<td>Understanding situation and some gestures</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severely affected</td>
<td>Severe delay</td>
<td></td>
<td>Understanding situation and some gestures</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
</tr>
<tr>
<td>Moderately affected</td>
<td>Moderate delay</td>
<td></td>
<td>Understanding situation and some gestures</td>
<td>Severe affected</td>
<td>Like other children of same age</td>
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<td>Understanding situation and some gestures</td>
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<td>TURNTAKING &amp; IMITATION</td>
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<td>Severely affected</td>
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<td>Understanding situation and some gestures</td>
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<td>Moderately affected</td>
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<td>ACTIVITIES OF DAILY LIVING</td>
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<td>Severely affected</td>
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<td>CROSS MOTOR</td>
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<tr>
<td>Severely affected</td>
<td>Severe delay</td>
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So you see... children who are hearing impaired are different from the other groups of children we have looked at. Their strengths are in using gesture, play, attention, ADL and gross motor. Also, their understanding is good when gestures are used!
GOAL PLANNING

We looked at the general principles of goal planning in Section 3.
Look back to that section now and refresh your memory about how to do a goal plan.

Now, for more ideas on goal planning specifically for a child who is hearing impaired, read on...

...First of all we need to think about where the child has most difficulty. From there we can think about our short term goals and plan activities to achieve them.

We must always remember that every hearing impaired child is different, but their main areas of need are often similar to those of Tsitsi, Margaret and William. To improve these areas of need will be our long term goal.

But how do we know which area of need to concentrate on first?

Well just remember the communication house! In section 3 we talked about how the idea of the house can help us with our goal planning. Let's use this now for Tsitsi, Margaret and William.

- **Tsitsi** has a mild hearing loss.
  - Her areas of need are:
    - listening
    - imitation
    - understanding
    - speech

- **Margaret** has a moderate hearing loss.
  - Her areas of need are:
    - listening
    - gesture
    - understanding
    - speech

- **William** has a severe hearing loss.
  - Her areas of need are:
    - listening
    - turn taking
    - understanding
    - gesture
    - speech

...so you see, the house shows us which areas we should concentrate on first. Foundations, bricks, roof and lastly, paint!

So, now... does that mean we don't need to think about the other areas of communication?

Not at all! It is important to help a child in all areas, but we should give special emphasis to the areas of need on the child's assessment form. Also, remember- the child's needs will change over time and our goal plans must change accordingly. Let's look now at the goal plans for Tsitsi, Margaret and William...
Our long term goal for a child like Tsitsi who has a mild hearing loss is to improve:
- listening
- imitation
- understanding
- speech

Now let's look at our short term goals. Then, we need to identify activities that will achieve them. To do this, use the activity ideas from section 3, as well as your own ideas.

Here is Tsitsi's completed goal plan for you as an example:

**Aims**

**Long term goal:** To improve • listening • imitation • understanding • speech

<table>
<thead>
<tr>
<th>Short term goals</th>
<th>How?</th>
<th>By whom?</th>
</tr>
</thead>
</table>
| 1. For Tsitsi to listen more carefully to sounds | • Draw her attention to the sounds happening around her.  
• Play the "go game" where Tsitsi must listen for you to say "go" before putting a stone in the tin. Play the same game using other sounds.  
• Look in the mirror with Tsitsi. Play games making funny faces and sounds. Encourage her to copy you. Play other games where you copy each other. | Parents  |
| 2. For Tsitsi to copy adult's actions and sounds | • In the home ask Tsitsi to carry out simple instructions, e.g. "Fetch me the cup." "Take this to Dad." Use gestures as well as speech. | Sister   |
| 3. For Tsitsi to understand spoken language | • Play games making funny sounds to each other, e.g. animal noises when looking at animals; car noises for cars. If she tries to make a sound or say a word, respond and praise her. | Parents  |
| 4. For Tsitsi to make more sounds and words | • Use gestures as well as speech. |          |

Follow up appointment date? 24th May 1992
Name of interviewer S...M... Date 24/3/92
Our long term goal for a child like Margaret who has moderate hearing loss is to improve: *listening*  
*understanding*  
*use of gesture*  
*speech*

Now let's look at our short term goals. Then, we need to identify activities that will achieve them. **To do this, use the activity ideas from section 3, as well as your own ideas.**

Here is Margaret's completed goal plan for you as an example:

### Aims

**Long term goal:** To improve: *listening*  
*understanding*  
*gesture*  
*speech*

<table>
<thead>
<tr>
<th>Short term goals</th>
<th>How?</th>
<th>By whom?</th>
</tr>
</thead>
</table>
| 1. For Margaret to listen more carefully and increase her awareness of sounds. | *Draw Margaret's attention to sounds happening around her.*  
*Play "musical bumps" where you bang on a drum and she must listen. When you stop banging she must sit down.* | Parents.  
Brothers and sisters. |
| 2. For Margaret to understand more spoken language. | *Using a funnel and tube (see page 44) show her objects and say their name for her to hear. Praise her if she listens.*  
*Do "pretend play" with Margaret, e.g., feeding a doll, bathing a doll. Use gestures as well as speech when talking to her.*  
*Whenever you talk, use gestures as well as speech. Encourage Margaret to use her gestures, too.* | Mother.  
Sister. |
| 3. For Margaret to use gestures to express herself. | | All family members. |

4. **Note!**  
*Speech* is one of our long term goals for Margaret but we have not put it down as a short term goal. This is because her speech might improve spontaneously as her listening and understanding and use of gestures improves. Later on, we may work more directly on her speech.  
*Margaret has a moderate hearing loss. She would benefit from wearing a hearing aid.*

**Follow up appointment date?**  
29th July 1993

**Name of interviewer:**  
D. Nyawakanga

**Date:** 25/4/93
Our long term goal for a child like William who has a severe hearing loss is to improve: • attention  • understanding • turn taking  • use of gesture

Now let's look at our short term goals. Then, we need to identify activities that will achieve them. To do this, use the activity ideas from section 3, as well as your own ideas.

Here is William's completed goal plan for you as an example:

Note! William has a severe hearing loss. He will not benefit from a hearing aid. Also, speech sounds probably not be his main means of communication. He needs to learn more gestures.

### Aims

**Long term goal:** To improve • listening  • turn taking  • understanding  • use of gestures

### Short term goals

<table>
<thead>
<tr>
<th>Short term goals</th>
<th>How?</th>
<th>By whom?</th>
</tr>
</thead>
</table>
| 1. For William to attend to people's faces and things happening around him.     | • Play "face games", eg peek-a-boo, to draw William's attention to your face.  
• Hold objects close to your face when talking about them                         | Parents.                                                                      |
| 2. For William to co-operate with others and take turns in games and communication | • Take turns putting stones into a tin.  
• Take turns pulling funny faces at each other.                                  | Brother.                                                                     |
| 3. For William to understand simple instructions.                               | • During everyday situations, and play time, use clear gestures as well as speech when talking to William.                               | Mother.                          |
| 4. For William to use signs to express himself.                                 | • Find out the signs used by the local deaf community. Use these when you talk and encourage William to use them.  
• Help him to meet other deaf children and adults.                                | Father, and all family members.                                               |

Follow up appointment date?  
9th August 1994  

Name of interviewer: P. Moigia  
Date: 7th May 1994.
So, as you see, every child is different and will need her own goal plan according to her particular needs.

- As well as a child’s individual goal plan, it is most important that we remember that our day to day approach to a hearing impaired child is what can help her most.
- If we use our communication skills well, she will learn to communicate in her own way.

Look carefully at the following ideas:

**How to talk to a hearing impaired child...**

<table>
<thead>
<tr>
<th>Talk to the child about things happening around her. By doing this she will start to link the sounds she hears with the actions, events, people and objects around her.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get down to the child’s level and face her when you talk.</td>
</tr>
<tr>
<td>Before you talk to the child face her and get her attention by touching her lightly and calling her name. Make sure she is looking at you when you talk.</td>
</tr>
<tr>
<td>When talking about something hold the object close to your face so that the child can see your lips and see the object. Encourage her to look and to listen.</td>
</tr>
<tr>
<td>Use gestures when you are talking. Encourage the child to use gestures too.</td>
</tr>
</tbody>
</table>
Talk in a natural way. Do not exaggerate your mouth movements.

Use a normal voice when you speak to the child. Do not shout and do not whisper.

When something makes a noise point it out to the child. Tell him about it. Encourage him to look at it and to listen to it.

Encourage the child to make sounds by singing and playing games with sounds. Praise him when he makes a sound.

Use facial expression when you talk to help the child understand what you are saying.

Try to remember all the above points whenever you are communicating with a hearing impaired child!

Oh! Just one more thing! A good way to help hearing impaired children and their parents, is to organise a group for them where they can talk and learn together. Turn to section 11 for more ideas...
Hang on a minute... all this talk about hearing impairment and you've only given hearing aids a brief mention! I thought they were very important...

Well, hearing aids are very important and many hearing impaired children, particularly those who are hard of hearing, can benefit from them. But we need to understand what an aid can and cannot do, and have realistic expectations of it—neither too high nor too low. Read on!

**HEARING AIDS**

What is a hearing aid?

A hearing aid is an instrument that makes sounds louder.

How will a hearing aid help a hearing impaired child?

We all learn to talk by hearing other people talking around us. A child who is hearing impaired has difficulty learning to talk because she cannot hear other people talking. A hearing aid makes sounds, including speech, louder and this might help the child learn to talk.

With a hearing aid can a child hear normally?

No—a child who wears a hearing aid does not hear normally. A hearing aid makes all sounds louder—dogs barking, babies crying, buses hooting—not just the sounds of speech. Also, after passing through the hearing aid, sounds become changed and are not like the sounds hearing people hear. However, although the child may not hear normally, a hearing aid will help her to hear better.
Can all hearing impaired children benefit from wearing a hearing aid?

Well, no not all hearing impaired children can benefit from wearing a hearing aid, though many can if given good help and support. A child who has a mild or moderate hearing loss can usually benefit more than a child who has a severe or profound hearing loss. But there are many factors we need to take into consideration before fitting a child with a hearing aid.

Turn to page 41 and read "Kudai's father finds out all about hearing aids."

Is fitting a hearing aid the end of our work with a hearing impaired child?

No! The fitting of a hearing aid is only the beginning of our work! This is because once an aid has been fitted it is up to us to make sure that the parents and the child know how to make use of the aid. Without this help the aid itself will be of little value and may not benefit the child as much as it could. Also, we must always remember that, whether a child has a hearing aid or not, there are still many things that we can do to help the child. This is what this section is all about - read on!

When should a child start to use a hearing aid?

If a child is really going to benefit from having a hearing aid, it should be fitted as soon as possible after the hearing loss has been identified.

Are there different types of hearing aids?

Yes - there are many different types of hearing aids although they may not all be available where you are working. Let's take a look at some of them now...

Remember!

A hearing aid is not a cure for hearing impairment, but it will help to reduce the effect of a hearing loss.
Choosing a hearing aid....

As we have just said, there are many different types of hearing aids. Each has its own advantages and disadvantages. Here we will look in more detail at the “body worn aid” and the “behind the ear aid.” But remember - a hearing aid should be fitted by a specially trained person only!

<table>
<thead>
<tr>
<th>Body worn aid</th>
<th>Behind the ear aid</th>
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<tbody>
<tr>
<td>![Icon]</td>
<td>![Icon]</td>
</tr>
<tr>
<td><strong>Advantages</strong></td>
<td><strong>Advantages</strong></td>
</tr>
<tr>
<td>• Small box worn in a pocket or harness on the chest. Cords lead from a tiny microphone to an earmould which fits neatly into the ear</td>
<td>• Tiny plastic box worn behind the outer ear, with a small tube attached to an earmould which fits neatly into the ear</td>
</tr>
<tr>
<td>• Runs on batteries and requires regular care and maintenance</td>
<td>• Runs on small batteries and requires regular care and maintenance</td>
</tr>
</tbody>
</table>

**Disadvantages**

<table>
<thead>
<tr>
<th>Body worn aid</th>
<th>Behind the ear aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Icon]</td>
<td>![Icon]</td>
</tr>
<tr>
<td><strong>Disadvantages</strong></td>
<td><strong>Disadvantages</strong></td>
</tr>
<tr>
<td>• Very noticeable when being worn</td>
<td>• Usually more expensive than body worn aids</td>
</tr>
<tr>
<td>• Microphone is located far from the ear</td>
<td>• More fragile and less durable than body worn aids</td>
</tr>
<tr>
<td>• Microphone can be easily rubbed, creating noise and affecting ability to hear speech sounds</td>
<td>• More easily lost</td>
</tr>
</tbody>
</table>

1. Based on the current situation in Zimbabwe.
2. These devices are used in Zimbabwe.
How do they work?

- **Body worn aid**

  - The **microphone** picks up sounds so they can be carried via the hearing aid to the ear. The microphone is quite fragile and care needs to be taken to ensure that it is not damaged. It should also not be covered as this will prevent sounds from entering the hearing aid.

  - The **M/MT/T switch** should normally be set to M.

  - The **on/off switch** turns the hearing aid on and off. We must be sure that it is turned off when the hearing aid is not in use, and that it is turned on when the hearing aid is in use.

  - The **volume control** is numbered, and the specialist who fits the hearing aid should tell the parents at which number to put the volume control. Always check that it is set correctly.

  - The **battery** powers the hearing aid and must be replaced regularly. If it is not, the hearing aid will not work as effectively as it should. In order to check if the battery is still good, hold the receiver to your ear and listen. If the hearing aid is making sounds louder as it should, then the battery is good. If the sounds are not as loud as they should be, then the battery should be replaced.

  - The **cord** carries the sounds from the body worn aid to the receiver which then takes it into the ear. Check that the cord is fitted correctly to the aid and that it is not damaged. If the cord is damaged in any way, it should be replaced.

  - The **receiver** receives sounds from the cord and carries the sound to the ear through the earmould.

- **Behind the ear aid**

...continued...
• The **earmould** is a plastic ear-piece moulded to fit each individual child’s ears. Through it runs a small hollow tube which carries the sound from the receiver to the ear. The earmould must fit a child’s ear perfectly — if it does not, a whistling sound can be heard coming from the hearing aid. In this case a new earmould should be made. Parents should be prepared for this, particularly if their child is young and growing rapidly. It is most important to keep the earmould clean. It should be washed with a brush in warm soapy water every day if possible.

• The **harness** can be made from cloth. It is used to carry the hearing aid on the child’s body.

---

**What does a parent need to do?**

If their child has a hearing aid, the parents must be prepared to take on the responsibility of looking after it, as part of their daily routine. Remember, as the child gets older, she can start to take on these responsibilities for herself.

Here are **the main points for the parents to remember**:  

• **Before** placing a hearing aid in a child’s ear, try it out in your own ear. If it produces a tickling or painful sensation in your ear, it is set too high for the child.

• Make sure the hearing aid cannot be turned up any louder than the child needs.

• Make putting on the child’s aid part of the routine of getting dressed in the morning, and taking the aid off, part of getting ready for bed at night. This routine will help the child get used to wearing the aid.

• Make sure the harness is clean and that it fits the child well.

• With the body worn aid it may be helpful to fold the cords over the top of the ear so that the child is not tempted to pull at them.

• **Before** putting on the aid check that all the parts are in good order and working properly.

• Be sure to clean the earmould every night.

• Change the batteries when needed.

• Help the child to value and care for her hearing aid. Make using it an enjoyable experience for her.
**Where are they available?**

Hearing aids should be fitted by a specialist and are mainly available from

- private dealers
- schools for the deaf
- Ministry of Education
- central hospitals.

**Remember!** Before being fitted with an aid, a child should have a formal assessment of his hearing by a specialist.

**If a hearing aid doesn’t seem to be working properly, you can check the following things:**

- Check that the on/off switch is "on" and that the volume control is turned up.
- Is there a battery inside?
- Is the battery the right way round?
- Is the battery good?
- Is the earmould dirty or blocked?
- Is the cord damaged or broken?
- Is the cord properly connected to the aid?

If, after checking all these points the hearing aid still will not work, send the parent with the aid and the child back to the person who supplied them with that aid.

**Remember!**

A hearing aid is an expensive and valuable item. When it is not in use, keep it in a safe place, away from other children. Make sure it is protected from food, water, dust and insects. Look after it!

1. This is the situation in Zimbabwe.
Remember! Not all hearing impaired children need to be fitted with a hearing aid. Think carefully before you send a child to be fitted with an aid.

- Has the child's hearing been tested by a specially trained person?

- Will the child benefit from wearing a hearing aid? Are you as sure as you can be?

- Is the money available to buy the aid?

- Once the aid has been bought, is the money available to maintain the aid - to get new earmoulds made, to buy new batteries and cords, and so on?

- Is the money available to enable parents to travel to where these services are available?

- Are you sure the parents are fully committed to helping their child to use her hearing aid in the home? Can you provide the parents with the support and advice they are going to need?

- Are the parents fully aware of what a hearing aid can, and cannot, do for their child?

Sometimes a child may not be fitted with a hearing aid, but remember there are many other things that we can do to help a hearing impaired child and these are just as important!
Fitting a hearing aid is one thing that can be done to help a hearing impaired child. But there are many factors that need to be taken in to consideration before doing this. This cartoon might help to answer some of the questions parents have. Read on!

Kudzai’s father finds out all about hearing aids.....

Good morning! Can I help you?

Yes. My child, Kudzai, doesn't hear well. I'm wondering if a hearing aid may help her.

Ah, I see! Do you know much about hearing aids or do you have some questions?

Oh! I have many questions to ask you.

Well come on in then and let's talk about it...

Thank you.

If Kudzai hears no sounds at all, then a hearing aid will not be very useful. But if she is hard of hearing, a hearing aid may help her to learn to talk.

Mmm... I see....
How old should a child be to wear a hearing aid?

To be of most benefit an aid should be fitted while the child is still young...

Ideally it should be fitted before the child is 5 years old.

"Ah, Kudzai, is 3 years old..."

Well... It is important to remember that a hearing aid is not a cure. If Kudzai is hard of hearing, then an aid may help her learn to talk. But she will also need help from you and your family.

What do you mean?

Well, with a hearing aid a child does not suddenly hear normally and then start to talk. She will need help to learn to listen and to understand what she is hearing. Then she may start to talk more.

Will I have to pay for a hearing aid?

Well, that depends... Sometimes a hearing aid may be given free of charge, but sometimes you may have to pay for it.

And once I have bought the aid, would I need to spend any more money?

Yes, you would. Let me explain...
...you see, to work properly, a hearing aid needs to be looked after carefully and cleaned every day. It needs to have new batteries and ear-moulds fitted every few months. These also cost money.

Hearing aids are usually fitted in main towns so you need to pay for transport to visit these places, too. With the cost of batteries and ear-moulds too, it can end up being quite expensive.

Hmm... I see now that there are many things I need to think about before I get a hearing aid for Kudzai. For a start I need to have her hearing tested, don’t I?

That's right!

Oh! And just one last thing - this is very important. A hearing aid might help Kudzai, but what she also needs is time, interest and love from all your family. Don't forget that!

No! There are many things my family and I need to think about, but time, interest and love? - that's no problem - we can give that straightaway!

Good for you! Now for more ideas on how to help Kudzai, read on...

THE END
Hi there! Do you want some fun ideas to help your child enjoy listening to sounds? Why not try a homemade hearing aid! They’re fun to make and fun to use, and they will help your child to hear more and to listen more! They are particularly useful for children who are hard of hearing. Read on...

How do they work?

- The wide, open ends of the funnel and the trumpet catch sounds and carry them directly to the ear.
- In the case of the tube with funnel, sounds travel via a length of plastic tubing which is attached to the funnel at one end and is held to the ear at the other.
- The person speaking to the hearing impaired child holds the funnel to her mouth and speaks clearly and directly into it.

What does a parent need to do?

- For the plastic tube with funnel the parents need to buy one metre of narrow plastic tubing and a small plastic funnel that will fit tightly inside the tubing.

- For the papier mâché ear trumpet the parents will need to make one for themselves. Look on page 45 for instructions on how to do it...
How to make an "ear trumpet"

You will need:
- board covered in plastic
- 2 layers of plastic
- paper for decorating
- a bowl (about 17 cm in diameter)
- yoghurt container
- mud
- pen top
- glue (flour/maize meal and water)
- strips of paper

1. Place the yoghurt container on the base of the bowl, both face down on the board covered in plastic.
2. Plaster mud around the container and mould it into a conical shape as shown.
3. Cover the whole bowl and mud cone tightly in two layers of plastic, one on top of the other.
4. Tear long strips of magazine paper and cover them in glue. Cover the cone with strips, making five layers of paper strips as shown below.

- first layer criss cross
- second layer horizontal
- third layer vertical
- fourth layer diagonal
- fifth layer opposite diagonal

5. Gently remove the paper caste from the mud mould.
6. Allow it to dry.
7. Make and fit an earpiece as shown below.
8. Then cover the whole cone, inside and out in small pieces of brown paper.
9. Leave it to dry.
10. Cover the trumpet in attractive paper. Varnish will make it look even better.
11. Try it out.

Making the earpiece

1. This can be made from a pen top. Shorten it if necessary.
2. Cut the narrow end of the pen top off and smooth it.
3. Cut the narrow end of the trumpet so that the ear piece fits into it.
4. Moisten the end of the trumpet with paste.
5. From the inside of the trumpet, gently force the earpiece into position (it should fit tightly).
How to make use of a hearing aid

A hearing aid in itself will be of little help to a child unless she is taught to use it properly. To be able to speak a child needs to learn to listen.

Remember - the best times for teaching a child to listen are natural, everyday situations, where we talk to the child about whatever he is doing, or about what is going on around her. This is very important. But, if a parent has time and is interested to do more than this, here are some ideas of listening and speech games for them to try ...

But before you start!

If a child is using a bodyworn aid, or a behind the ear aid, check that it is working properly and that the child feels comfortable wearing it.

If a child is using a funnel and tube the person speaking should hold the funnel firmly below the mouth against the chin. The person listening should hold the end of the tube in her ear and watch the speaker’s face.

...and now the games!

Take turns making different sounds to each other.

Make different animal sounds, as you see the animals.

Play games where you pretend to be different animals and make all the different animal noises.

When sounds happen around you, point them out to the child and copy the sounds.
The child must listen. When he hears you say “go”, he must put a stone in the tin.

Hold objects close to your face, so your child can see your mouth as you say the name of the object.

Play musical bumps. The children must walk, or dance while you bang the drum. When you stop, they all sit down.

Use animal pictures. When you make an animal noise, the child must listen, and point to the right picture.

Hold a picture near your face. Say the word and encourage the child to say it.

Have 2 pots. When you say “ba” the child must put a stone in one tin. When you say “sss” he must put it in the other tin. He must listen! Play the same game, using different sounds.

Put a group of familiar objects on a table. Say a name. The child must listen, and take the object he hears.

Using gesture as well as speech, give the child errands to do. He must listen and follow your instructions.

To begin with, try the first activities, which are easier. Only when the child succeeds at these go on to later, more difficult activities. And for more ideas... don't forget to use the activity ideas on "listening" in section 3!
Important points to remember about hearing aids

- All children are individuals and have different needs. Each hearing impaired child will have her own needs and will want help in different ways. Some may benefit from a hearing aid and some may not.

- The parents of a hearing impaired child must be made fully aware of what a hearing aid can and cannot do to help their child. We must make sure that they have realistic expectations.

- There are many different things we can do to help a hearing impaired child. Giving them a hearing aid is only one!

- It is the parents who can help their child most. The most valuable person to a hearing impaired child is an informed and loving parent.

- If a child is fitted with a hearing aid we must ensure that it is a type which suits her needs. Also, it should be adjusted to match her individual hearing loss. This must be done by a person who is specially trained to fit hearing aids.

- Hearing aids need to be cared for and maintained properly.

- Once a child has a hearing aid of any type, she must be taught how to use it so that it will be of benefit to her.

- It is most important that a child feels happy and confident with her hearing aid. We need to help her to enjoy using it, so she finds learning and communicating a pleasant experience.
COMMUNICATION
BY ALL MEANS

| What do you mean by all means? | We have already said that there are many ways of communicating. The main ways are by using speech, signs or gestures, pictures, and writing. When we talk about "communication by all means" we mean using a combination of any of these to get our message across. |
| What do we need to encourage other means of communication? | Most people use speech as their main means of communication with the other ways supporting it. But people who are unable to speak clearly should be encouraged to use other means of communication to get their message across. Remember — it is getting our message across that is important no matter what means we use. We need to accept all means of communication. |
| When would we use other means of communication? | Whenever a person is having difficulty sending a message using speech, we should encourage him to use another means of communication to get his message across. This should be accepted as being their way of communicating, just as speech might be ours, and should be used in all situations, just as we might use speech. |
| How do we encourage a child to use other means of communication? | We can encourage a child to use other means of communication by valuing other means ourselves, by using them with him, by responding to him when he uses them, and by praising him. It's not very different from encouraging a child to learn to talk. |

For a child who is hearing impaired, using sign language will often be his main means of communication. This is very important. Read on!
"Did you know that sign language is a hearing impaired person’s mother tongue!"
(Shirirayi Chiwara — hearing impaired adult.)

- Sign language is a language in its own right.
- It is as complex and as detailed as any spoken language.
- Just as there are different spoken languages, for example, Ndebele, Shona, French, English, there are also different sign languages, for example, Zimbabwean sign language, British sign language, Kenyan sign language.
- Sign language follows strict grammatical rules. It is not just a collection of random signs put together.
- Sign language uses the whole body, particularly the hands, facial expressions and body posture.
- Hearing impaired adults who use sign language as their first language, are potentially the best teachers of sign language. It is their language! Try to learn from them.

To show how useful signs are for communication, try this activity...

1 Get together a small group of people.
2 Give each person in the group a simple message.
3 Each person must take her turn to go to the front of the group to try to get her message across using signs only.
4 At the end of the game discuss with the whole group how effective signs are for communication.
Teaching a child to use sign language

- In Section 10 we talked about how a child learns to use words for spoken language.
- Here we are going to look at how a child learns to use signs for sign language.
- You will see that there are many similarities between a child learning to use words and learning to use signs.
- As with learning words, there are 3 steps involved in learning signs. These are:
  - child sees signs being used in meaningful situations
  - child links signs with their meanings and tries to copy
  - child uses signs spontaneously in context.
- To pass through these steps there are important things that both the parent and the child must do...

<table>
<thead>
<tr>
<th>Step</th>
<th>The child...</th>
<th>The adult...</th>
<th>Remember!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the meaning</td>
<td>• sees the sign being used in many different situations</td>
<td>• stresses the sign and uses it in many different situations</td>
<td>• At this stage, the child himself does not need to make the sign.</td>
</tr>
<tr>
<td></td>
<td>• links the sign he sees to its meaning</td>
<td>• repeats the sign and clearly links it to its meaning</td>
<td>• The child should be actively involved in the situation.</td>
</tr>
<tr>
<td></td>
<td>• starts to understand the sign</td>
<td>• consistently uses the same sign for a particular object</td>
<td>• Be patient - this stage takes time.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copying the adult</td>
<td>• tries to copy the sign he sees in the situation</td>
<td>• gives the child time to try a sign</td>
<td>• You can help the child, but you cannot force him.</td>
</tr>
<tr>
<td></td>
<td>• is encouraged by the adult’s response</td>
<td>• praises any attempt the child makes to use a sign</td>
<td>• Give the child lots of practice at this stage. Do not rush him on to the next step.</td>
</tr>
<tr>
<td></td>
<td>• keeps trying!</td>
<td>• continues to use the sign in context</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the sign meaningfully</td>
<td>• thinks what meaning he wants to convey</td>
<td>• keeps the same activity going to give the child time to think and to use the sign</td>
<td>• Introduce new signs and activities gradually.</td>
</tr>
<tr>
<td></td>
<td>• remembers the word for this meaning</td>
<td>• praises and accepts any attempt the child makes to use the sign</td>
<td>• Make sure that you and your family use gestures all the time with the child.</td>
</tr>
<tr>
<td></td>
<td>• remembers how to make the sign</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We've already said that sign language is more than just using individual signs. A child needs to learn to put these signs together to make sentences, just as a hearing child puts words together to make sentences.

But before a child can learn to put signs together, she needs to know a lot of different kinds of signs, not just names of things and people, but also signs for actions, descriptions, social situations. Here are some examples of the different kinds of signs that a child may find useful.

<table>
<thead>
<tr>
<th>People</th>
<th>Things</th>
<th>Social</th>
<th>Action</th>
<th>Describing words</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>water</td>
<td>bye-bye</td>
<td>give</td>
<td>big</td>
</tr>
<tr>
<td>father</td>
<td>bread</td>
<td>thank you</td>
<td>walk</td>
<td>small</td>
</tr>
<tr>
<td>woman</td>
<td>milk</td>
<td>no</td>
<td>run</td>
<td>hungry</td>
</tr>
<tr>
<td>man</td>
<td>house</td>
<td>yes</td>
<td>eat</td>
<td>happy</td>
</tr>
<tr>
<td>me</td>
<td>ball</td>
<td>more</td>
<td>drink</td>
<td>sad</td>
</tr>
<tr>
<td>you</td>
<td>children</td>
<td>come</td>
<td>sleep</td>
<td>scared</td>
</tr>
</tbody>
</table>

These are just some examples of the signs used by people in Zimbabwe. Find out what signs are used by hearing impaired people in your area!
Now hang on a minute — what I'd be interested to know is how these signs are made up. Can you tell me?

That's a good point — many signs (but not all of them) are related to the appearance of the thing they refer to. So, in Zimbabwe, for example, the sign for "bread" is the action of cutting bread; "banana" is the action of peeling a banana; "mother" is the action of "breasts"; "father" is the action of showing a beard, and so on. Very often it's just common sense! So, within a community, people will develop signs according to the way things are done in that area. Also, children and families will develop their own signs depending on their needs. Similarly, if you need a particular sign that does not already exist, try to make up your own!

And now let's look at how to put signs together to form sentences...

- The signs given on page 52 are some of those that a child usually learns first.
- It is more useful for him to know a few signs from each group, rather than all the signs in one group only.
- It is important to choose signs which express the child's needs and interests.
- Once a child knows many different signs, he can start putting signs together to make short phrases and sentences.
- We can help him by joining the signs he knows together and using them often in games and everyday situations.
- The parent should say the phrases, and use the signs at the same time...

I'm hungry.

My mother is sad.

Do you want a banana?

Let the signs become a natural part of your communication.

Remember — a sign is not just a movement of the hand. It also includes movement of the whole body, facial expression and speech.
Here are some ideas of simple sentences that we might use during everyday situations, with the signs to go with them. Remember, we must always show the child what we are talking about.

**Dressing**
- Where’s your hat?
- Put on your big trousers.
- Mother’s washing her shirt.
- Daddy has big shoes.

**Cooking and eating**
- Mother's cooking sadza.
- Where are the plates?
- Wash the dishes and pots.
- I'm eating bread.

**Playing**
- Where’s the big ball?
- The ball is under the table.
- There’s your small car.
- The small doll is sleeping.

**General conversation**
- Daddy’s on the bus.
- Bye-bye daddy!
- Baby’s sleeping.
- The fat lady is sad.

A child will learn to use signs by seeing everyone around her using them in natural, everyday situations. If she tries to use signs herself, encourage her and praise her, but never force her. Have fun!
Important points to remember about sign language

- Sign language is the mother tongue of many hearing impaired people. It is a language in its own right, like English, Shona or French.

- Try to find out about the sign language used by deaf people in your country. Ask someone to teach you some of the signs so that you can teach parents.

- A sign is not just a hand movement. It includes facial expression and movement of the whole body.

- A deaf person who uses sign language may be able to help you work with deaf children and their parents.

- Helping a child learn signs is like helping a child learn words.

- It is important to teach a child those signs which help him express his needs and interests.

- Once a child learns many different kinds of signs, he can start putting signs together to form phrases and sentences.

- Although it is important to develop sign language with a hearing impaired child we must also encourage other means of communication, such as speech and writing.
Children who are hearing impaired may have difficulties with their behaviour. This is because of the communication difficulties between them and other people, which means they may not understand how to behave like other children. A hearing impaired child may also be frustrated by her inability to express herself clearly.

This is a problem that is often expressed by parents of hearing impaired children and we need to be able to give them advice on how to help their child. One way of doing this is by carrying out a quiz, which presents real life situations that the parents might face, and asks them to choose the best way of dealing with those situations.

Below are some ideas of questions that can be used as part of such a quiz for parents and on the following page are answers, together with important points to remember.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your child is playing with some friends and they break one of your best pots. Should you,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a scold all the children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b scold all the children except your deaf child?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>On Monday your child scribbled on the wall. You scolded her. On</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tuesday she did the same thing, but you did not scold her. You let her get away with it. Was this the right thing to do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Your child is playing with your best china cups. Should you,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a go up behind her and shake her?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b warn her that you are angry by using facial expressions and gesture?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Your child is begging you for a coke. You say “no”. She carries on and on asking, so in the end you buy her one just to keep her quiet. Was this the right thing to do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Your child is having a temper tantrum, shouting and screaming. Do you,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a keep calm, pay her no attention until she is quiet, then go and comfort her?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b shout back at her until she is quiet, then leave her?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Your child has a habit of throwing things at people. Should you,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a throw them back at her?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b scold her briefly, take the things away, then ignore her for a short time?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Answers and points to remember...

1 a Scold all the children including your deaf child.

- A hearing impaired child should be disciplined in the same way as other children. Don’t let him get away with things just because he is hearing impaired.

2 No! It was not the right thing to do. If your child does something wrong one day and you scolded him, then you must treat him in the same way every time he does that thing.

- It is very important that a hearing impaired child learns what is right and what is wrong, and his family must be consistent in keeping to this. Be consistent!

3 b Show him by facial expression and gesture that you are angry. Never hit your child without warning. Try to explain to him why you are angry.

- Because a hearing impaired child cannot hear well he may not fully understand a situation. For this reason it is very important that situations are explained to him using words, facial expressions and gesture.

4 No! It was not the right thing to do. If you say “no” at first, do not give in.

- A hearing impaired child needs to learn that when a person says “no” they mean “no”. It is important that an adult keeps to their word and that they do not give in to pressure from the child.

5 a Keep calm. Try to ignore your child until he is quiet. Once he is quiet, comfort him.

- Because of his frustration, a hearing impaired child might have temper tantrums thinking that this will get the mother’s attention. But he must learn that this is not good behaviour and that he will only get attention once he is quiet.

6 b Scold him briefly. Take the things your child threw, away from him, then ignore him. Later, when he is being good, show him a better game, for example, throwing stones into a box, or fruit into a basket.

- When a child misbehaves it is important to tell him that he is wrong, but at the same time keep calm. Later on, try to turn what he was doing into a more positive activity.

Remember! The most important thing is that a hearing impaired child knows what is expected of him. He needs to feel secure, with order and routine in his life, and we can help to provide it!
"Communication is an essential part of belonging to a community. All too often, hearing people will avoid communication with deaf people because they fear that they will not be successful and that frustration and embarrassment will result. If hearing people had a better understanding of how to communicate with deaf people, then perhaps they would feel more confident about trying. This might lead to better integration of hearing impaired people in the community.

My experience has been that hearing impairment is often misunderstood because it is an invisible disability. Yet public awareness of hearing impairment and of hearing impaired people is growing, particularly in urban areas. In rural areas, though, which after all is where most people live, I feel that there is still a lot of misunderstanding about deafness. Many areas are being reached but the work undertaken must be strengthened so that people can gain a better understanding of this disability, its prevention and causes, and where to go for help.

When I was 7 years old I was seriously ill and I was admitted to hospital. I took a long time to recover and I was unable to walk for many months afterwards. After the illness I also found that I was unable to hear — not even a single sound! To this day, my hearing has never got any better. But losing my hearing did not mean the end of my happy life. In fact, life became more and more pleasant for me. But for my parents, it became a sad life. They did not know how to cope with a deaf child like me and they did not know where to turn for help.

To begin with my parents thought that deafness could be cured by the n’angas and the faith healers, but in fact it never turned out to be true. After seeing for themselves that these people could not cure my deafness they gave up taking me to them. But they discovered new ways of helping me. They started to help me learn to lip read by encouraging me to look at their faces when they spoke, and by speaking clearly to me so that I could follow their lip movements. When they discovered it was helpful and that I was learning to lip read little by little, they never stopped teaching me. They kept on trying and now I am able to understand people talking by lip reading.

They also found that I was able to understand more if they used signs. If a deaf child communicates using signs, never stop him or her using them because sign language is a deaf person’s mother tongue, and it is their easiest means of communication.

Some parents only want their child to speak. However, total communication, which involves using both speech and signs is much more important than using speech alone.

I did go to a school for the deaf and because my parents helped me such a lot at home before I went to school, believe me, I never came last in class! My advice to parents is that they should love their deaf child as much as they do their children who can hear. My parents never saw me as useless. They always treated me the same as the other children in the family. Their love for me has never changed. It is through their hard work and love that I have got where I am today."
Important points to remember about hearing impairment

- Hearing impairment causes an invisible disability.
- It is caused by damage to the middle or inner ears. The brain is not affected and a hearing impaired child is not mentally handicapped.
- Children who have difficulties with hearing should be identified and given help at as early an age as possible.
- Some children may not just be hearing impaired but, they may have other difficulties as well, for example, mental handicap, physical handicap, visual impairment. Our approach with these children will be different.
- There are different degrees of hearing impairment — a child might have a mild, moderate, or severe loss.
- Our aim for hearing impaired children is to improve their communication skills.
- For some hearing impaired children sign language might be their most effective means of communication.
- A child who is suspected of having difficulty with hearing, should have his hearing tested either informally or formally.
- We need to think carefully before suggesting that a child will benefit from a hearing aid, because not all children will benefit.
- If a child has an earache or discharge from the ear, he should be sent to get medical help straightaway.
- Children with hearing impairment may have difficulties with behaviour because of their communication difficulties.
- It is important that teachers are given advice on how to help a hearing impaired child in their classroom.
- All hearing impaired children have a right to an education, and we must encourage these opportunities on their behalf.
On the following pages you will find three teaching ideas to help you explain the information covered in this section:

- "The Ear" — an explanation of the causes of hearing impairment

- Teaching signs to children

- The effectiveness of using signs for communication
The Ear

This is an activity to explain how hearing impairment is caused. It can be used for teaching parents and health workers, and anyone who is interested in finding out more about hearing impairment. The aim is to explain how the ear normally works, and then show where problems can occur to cause hearing impairment (see pages 4 and 5).

You will need: scissors, card/paper, coloured pens, stickstuff

To make the aid:

1 Cut a poster 40 cm x 60 cm out of cardboard.

2 Cut a similar poster 40 cm x 60 cm out of paper.

3 On the paper poster draw a picture of the face of a child.

4 On the cardboard poster, draw the outline of a child's face, and draw in lightly where the mouth, nose and eyes should be.

5 On another sheet of paper draw out the diagrams of the brain and of the parts of the ear, as shown on page 5. Cut out these parts.

6 Cut out the individual parts of the left ear, but keep the right ear intact.
Before you use this teaching activity, be sure that you have read carefully through the explanation of the ear on pages 4 and 5 and that you understand about the ear and the causes of hearing impairment.

To use this teaching aid:

- Stick the cardboard poster up on the wall.
- Stick the paper poster up **over** the card poster.
- Show this top poster to the group of students and ask, “Does this child have a hearing impairment?”
- Listen to their responses and then explain that, from the outside, the child looks like any other child and we do not know if she has an invisible disability because the main part of the ear is inside the head, and that is where the damage can occur.
- Now explain that you are going to take a look inside the head, to see how the ear works. Take off the outside poster, leaving the poster with the outline of the child’s face.
- Have the left ear pieces available. Stick the outer ear onto the child’s head. Ask the students to think what the function of this part of the ear could be. Explain the function.
- Then stick the middle ear and Eustachian tube on, and explain these.
- Do the same with the inner ear. Then get the students to think how sound is carried from the outer ear, through the middle ear to the inner ear and the brain. Explain the details.
- Now explain which problems can occur in each part of the ear, to cause hearing impairment.
- Stick the right hand ear onto the head to show that each ear is the same.
- When the display is complete, revise the different parts of the ear and discuss them. Answer any questions.
**Teaching signs to children**

This is a set of posters to show the different stages a child goes through in the learning of signs. It can be used for teaching parents, teachers, health workers and anyone interested in helping hearing impaired children to learn signs. Its aim is to explain clearly the role of the parent and the child at each stage of learning.

**You will need:** scissors, card/paper, pens, stickstuff

**To make the posters:**
1. Cut out 12 posters 20 cm x 30 cm each.
2. On the first 3 write down each of the steps (see page 51).
3. On the next 3 posters write down the main points of what the child should do at each step (see page 51).
4. On the next 3 posters write down the main points of what the parent can do to help the child at each stage (see page 51).
5. On the last 3 posters write down the important points to remember about each step (see page 51).

Before you use this teaching aid, be sure that you yourself understand the different steps involved in learning signs and that you have read carefully over the pages 50-55 on sign language.

**To use this teaching aid:**
- Ask the group to think about how a child learns to use words. Explain that learning signs is very similar and that there are three steps involved.
- Stick up those three steps on the wall. Explain each one. Discuss.
- Emphasise that both parents and child have important roles to play at each step. Discuss these and stick up the relevant posters.
- Finally stick up the important points to remember about each step. When the display is complete, revise each step and discuss them. Answer any questions.
The effectiveness of using signs for communication

This is an activity to show people how effective sign language can be for communication. It can be used with parents, health workers and anyone interested in helping hearing impaired children communicate. It aims to show how people can send a meaningful message without using spoken words.

You will need: 6 small slips of paper.

To do the activity:
1 On each piece of paper, write a message.
2 Choose a pair of students from the group.
3 Give one member of the pair a slip of paper, which she must **not** show to her partner.
4 The person with the paper must read the message and then send that message to her partner, **without using any spoken or written words**. She may only use signs and facial expression.
5 The partner must watch carefully and try to understand the message.
6 Once she has understood it, discuss with the pair and with the group, whether signs can be an effective means of communication.
7 Do the same with each slip of paper, choosing a new pair of students for each message.

When the activity is complete, discuss with the whole group the effectiveness of signs. Ask them to imagine what they would do if they could not talk. Also ask them to think how it would be if none of us were ever allowed to use our hands for communication.