

The Importance of Hearing Sense by using Hearing Aid, and Intervention or Early Education for Young Deaf Children

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General Luna St. Iloilo City

The Importance of Very Early Identification of Hearing Impairment; Habilitation and Treatment of Deafness in Young Children

by:

Maria Vennie B. Garcia
WVSU, Instructor

I. The Importance of Hearing (Ewing; 1961)



1. It is a continual source of information about things and happenings within our immediate physical environment.
2. It provides warnings signals that are important to physical safety.

3. It gives help to individual in acquiring and maintaining physical skills

4. It forms a link with the rest of world and instinctively becomes an emotional link that contributes to mental health and social ease.

II. ADVANTAGES/BENEFITS OF WEARING TWO HEARING AIDS

1. The ability to localize from where a sound is coming. This is very important from a safety perspective.
2. A better understanding in noisy environments as selective listening is achieved more easily.
3. Better sound quality as you are hearing in both ears. This greater range provides a better sense of sound balance and quality.

4. Keeping both ears active. When hearing nerve in one ear is not used for an extended period of time it may lose its ability to transmit information
5. An increased ability to distinguish between sounds.

6. A less tiring and more enjoyable listening experience.

7. A sense of balance. When people hear from just one side, they feel that they have a "dead side" which can be a strange sensation.

III. Early Intervention or Early Education of Children with Hearing Impairment

A. Why Early Intervention

1. Avoid developmental delays
2. Preventing additional deficits

B. Early Intervention Programs

1. Individualized Family Service Plan (IFSP)

a. Deal with parents/family own feelings

b. Consultation and counseling

- Information as to how they can become comfortable with their roles as parents
- Learning about deafness
- A new means of clear-effective two-way communication
- Realizing the implications of deafness on their family life and child's future.
- Participate in choosing an appropriate education for their hearing-impaired child

2. Collaboration and Multidisciplinary Team

2.1 Developing a support network among
professionals, family, friends and
parents of deaf children

IEP and Team Members

- a. Audiologist – provides information about hearing loss, personal amplification, auditory needs, auditory management and listening conditions.
- b. Speech language pathologist – provides information about communication abilities, communication management, effects of hearing loss on speech and language, effects of skills on academics and educational management.

c. Teacher of the Hearing Impaired – provides information about academic needs, adapting curriculum, teaching children with hearing loss, educational management.

d. Regular Education Teacher – provides information about regular education curriculum, accommodating special needs, classroom demands.

- e. Special Education Teacher – provides information about academic support services accommodating special needs

- f. Parents – provides information about the child's hearing, the child's communication, family expectations, and child's potential.

g. Psychologist – provides information about the child's intellectual potential, social adjustment

h. Tutor – provides information about academic support

3. Settings and Strategies

- Can take place in a hospital, at home or in an early childhood center.
- The crucial element is not the setting but rather what happens in the setting, whether hospital, home/day care or early childhood intervention classroom.

4. Inclusion is primarily designed to promote social relationship among children with disabilities and those without disabilities and also to offset the low expectations that parents may have for the children with disabilities.

C. Modes of Communication used in Educating the Hearing Impaired

1. Manualism
2. Combined
3. Oralism
 - a. auditory-oral

Auditory-Oral Approach
is a method in which children learn to use whatever hearing they have, in combination with lipreading and contextual cues (speechreading) to understand and use spoken language. The goal is to give the

Elements of the auditory-oral approach that are critical to its success include:

1. Parent involvement.
2. Appropriate amplification
3. Consistent quality speech training
4. Developmentally appropriate language instruction
5. Range of placement option



How to do language stimulation

- Be a commentator.
- Respond, Fill and Wait"
- Teach them particular words.
- Sing with your child.
- Read to your child.
- Don't's

DON'T'S

- Act like a teacher.
- Think that your child will “just start talking when he is 5 years old or when he goes to school.
- Let anyone (lola, yaya, manang) anticipate your child's needs.
- Think that the child will learn to talk from watching TV.

Expected Outcomes for Auditory- Oral Education include:

- Mainstreaming
- Improved reading levels
- More opportunities in the world

Characteristics of the Teacher and the Educational Environment

- Teachers who believe hearing impaired children can learn to talk.
- Great emphasis on development of auditory skills and maximum use of residual hearing.
- The development of spoken language as the primary objective of the teacher

- Children immersed in spoken language throughout the day.
- Classroom teachers who are knowledgeable about, and experienced in, teaching speech and spoken language.
- Children must become dependent on spoken language for communicating.
- Direct teaching accelerates the acquisition of spoken language in hearing impaired children.

- A family with true commitment to helping their child learn to talk.

THANK YOU!