Helping Children Understand



- Always ensure the child is sitting in the best position to see and hear the speaker and other members of the group.
- Repeat or reflect back to the child anything other children say.
- Use plenty of visual clues.



- Allow time for pupils to read or look at visual aids.
- Check the child has understood what you said at regular intervals.
- Make sure the child knows who is going to speak next.
- Write topic headings, key questions and new vocabulary on the board.
- Try not to speak at the same time as doing something else, e.g. handing out equipment, writing on the board etc.

If you would like further advice, or would just like to speak to someone about any concerns you have regarding hearing loss please contact the Specialist Team (Hearing Loss):

The Specialist Team
Building 4
North London Business Park
Oakleigh Road South
London N11 1NP

Tel: 07771613496

e-mail: ann.east@barnet.gov.uk

Produced by the Specialist Team
London Borough of Barnet

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Barnet Children's Hearing Services

High-Frequency and Mild Sensorineural Hearing Loss

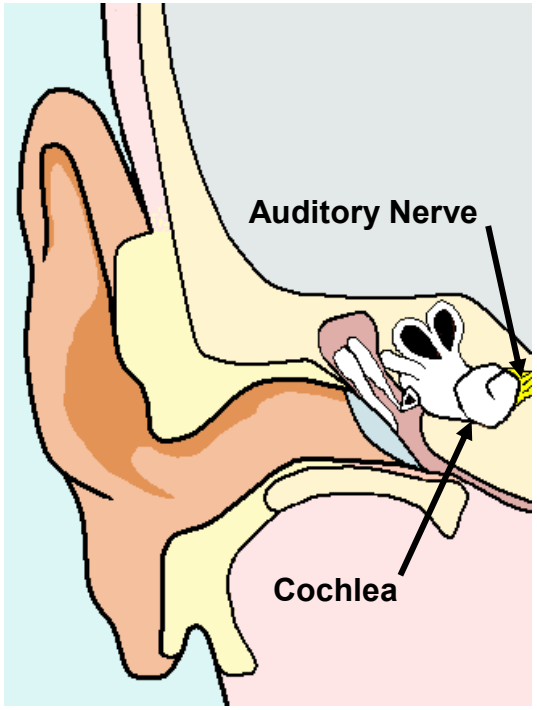


Information for teachers and other professionals working with children and young people who have a mild hearing loss

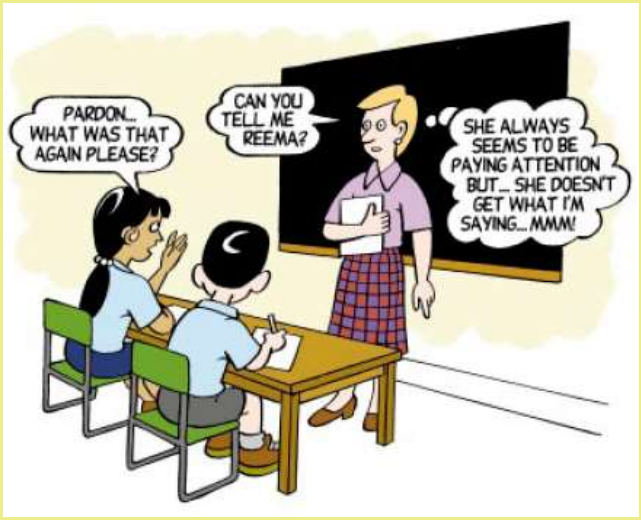
High-Frequency and Mild Sensorineural Hearing Loss

Sensorineural hearing loss is due to damage to the organ of hearing *(Cochlea)* or the nerve of hearing *(Auditory Nerve)*. The loss is permanent.

The amount of hearing loss varies from child to child and the range of sounds they have difficulty with will also vary. Some children have difficulty with high pitched sounds *(High-Frequency Hearing Loss)* others may have difficulty just in mid frequencies *(U-Shaped Hearing Loss)*



There are many causes of sensorineural hearing loss. The damage can occur before birth, as a result of infection, illness, medication or for genetic reasons. Infection or illness may also cause damage during the early years of life or it can be as a result of head injury.



Although the child may appear to have few difficulties, nonetheless you may find the child;

- finds it more difficult than other children to hear if there is background noise.
- finds it more difficult to hear small differences between various sounds.
- may confuse words which sound similar, particularly if only the endings are different.
- has greater difficulty learning spellings.

Background Noise!



All background noise makes it more difficult for children to hear what you say.

- close the window or door when there is noise outside
- add rubber tips to chair and table legs
- replace noisy equipment
- encourage other children to be aware of noise levels and work quietly.
- curtains or blinds, carpets and putting cloths over tables reduces reverberation and noise.