

A word about background noise

Background noise and poor acoustics make it difficult for all pupils to hear properly - they are particularly detrimental to pupils with hearing difficulties.

Be aware of problems in the following areas:

- Rooms with high ceiling
- Rooms / areas without carpets or soft furnishings
- Shiny tiles, plastic or painted surfaces
- Sparse furnishing
- Sprung floors
- Large dimensions
- Large areas of glass
- Open plan areas
- Computers regularly printing
- Seats near doors
- Seats near 'busy' areas in the classroom

The Hearing Impairment Service deliver termly training sessions 'Managing Mild Hearing Loss' for Teachers and Teaching Assistants.

Please contact your Teacher of the Deaf for further details or contact The Service on 01384 818009

If you require further information or advice
please contact
Hearing Impairment Service
Council House, Mary Stevens Park
Stourbridge
DY8 2AA

Tel: 01384 818009 Fax: 01384 814241

Web site: www.dudley.gov.uk/sis

Directorate of Children's Services

Hearing Impairment Service



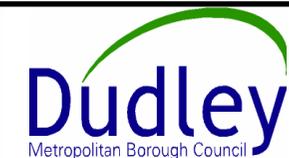
Managing Glue Ear in the Classroom

Name of child:.....

School:.....

Date:.....

Teacher of the Deaf:.....

**Dudley**
Metropolitan Borough Council

GLUE EAR AND CONDUCTIVE HEARING LOSS

Research indicates that 1 in 4 pupils are affected by a mild hearing loss at any one time during their early school years due to glue ear.

Typically, hearing thresholds fluctuate with this type of hearing loss with sufferers having good days and bad days.

Pupils with glue ear will often

- Have problems responding to a quiet voice
- Have problems locating the source of sound
- Have problems hearing in background noise
- Have a deterioration in hearing levels when they suffer from a cold
- Have problems hearing in poor acoustic conditions e.g. assembly hall, dining room
- Have difficulty with phonic work
- Have problems maintaining concentration when hearing deteriorates

How can you help?

School Staff

- Face pupils when addressing them – giving instructions when writing on the board may mean that hearing impaired pupils will miss what you have said
- Ensure that you are within 3 metres of the pupil when addressing them. This allows pupils to make best use of their hearing and to gain maximum benefit of lip reading cues
- Try to stay in one place when teaching especially if pupil is having to take notes. It is difficult to lip-read a moving target!
- Avoid standing in front of a window or bright light as this creates problems for pupils trying to lip read
- Keep background noise to a minimum as this will improve speech perception for the hearing impaired pupil.
- Say their name—get them looking and concentrating on you before you speak.
- Ask your Teacher of the Deaf for advice on developing listening skills
- Check understanding
- Provide visual cues to aid understanding particularly when introducing new topics.

Pupils

The hearing impaired pupil should be seated:

- **Within 3 metres of the speaker**
- **To see the remainder of his/her group**
- **Where it is easy to see the speaker**
- **With his/her back to the light**