

Language and Learning

How hearing loss changes the game



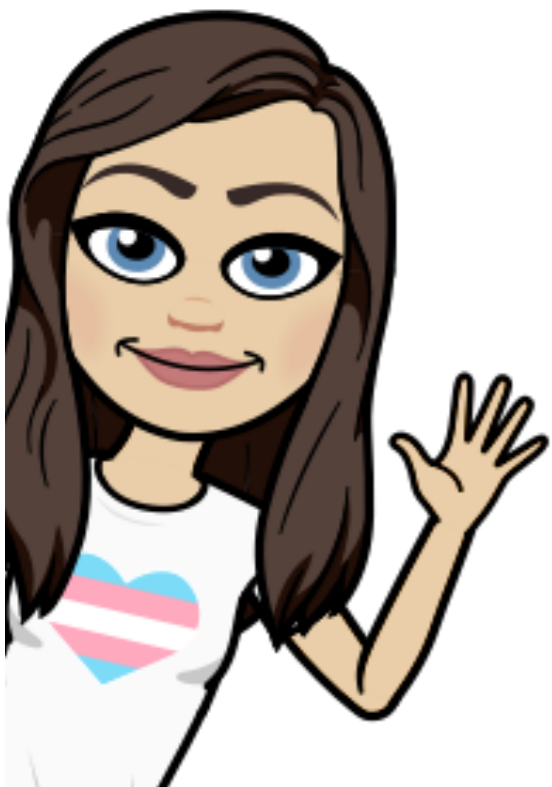
Hello!

- Cara Smithwick
- cara@beginningssc.org



hey.

- Mary Reaves
- mary@beginningssc.org



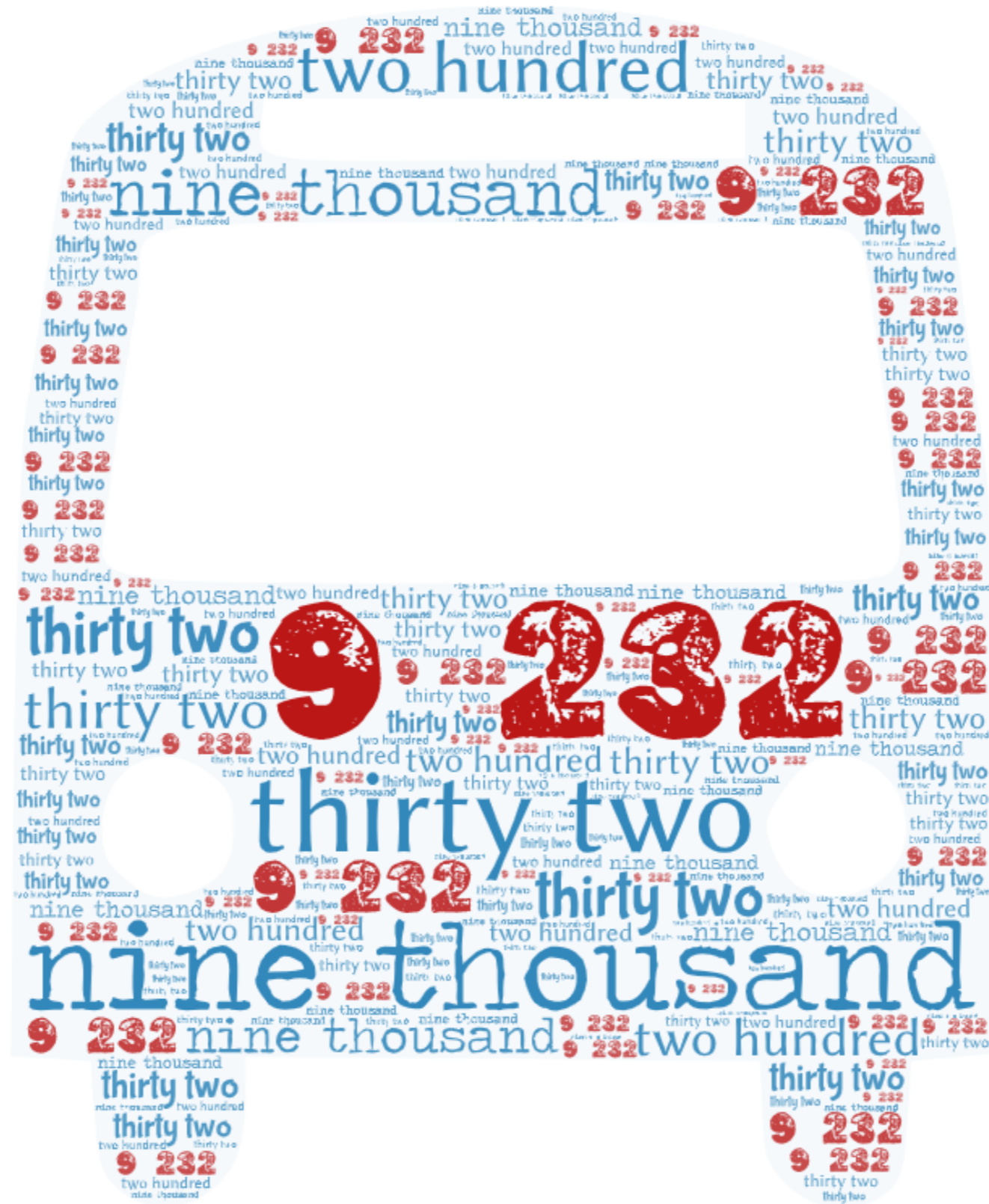
But First!

Type your favorite dessert in the chat box



**Ready,
Set,
Screen!**





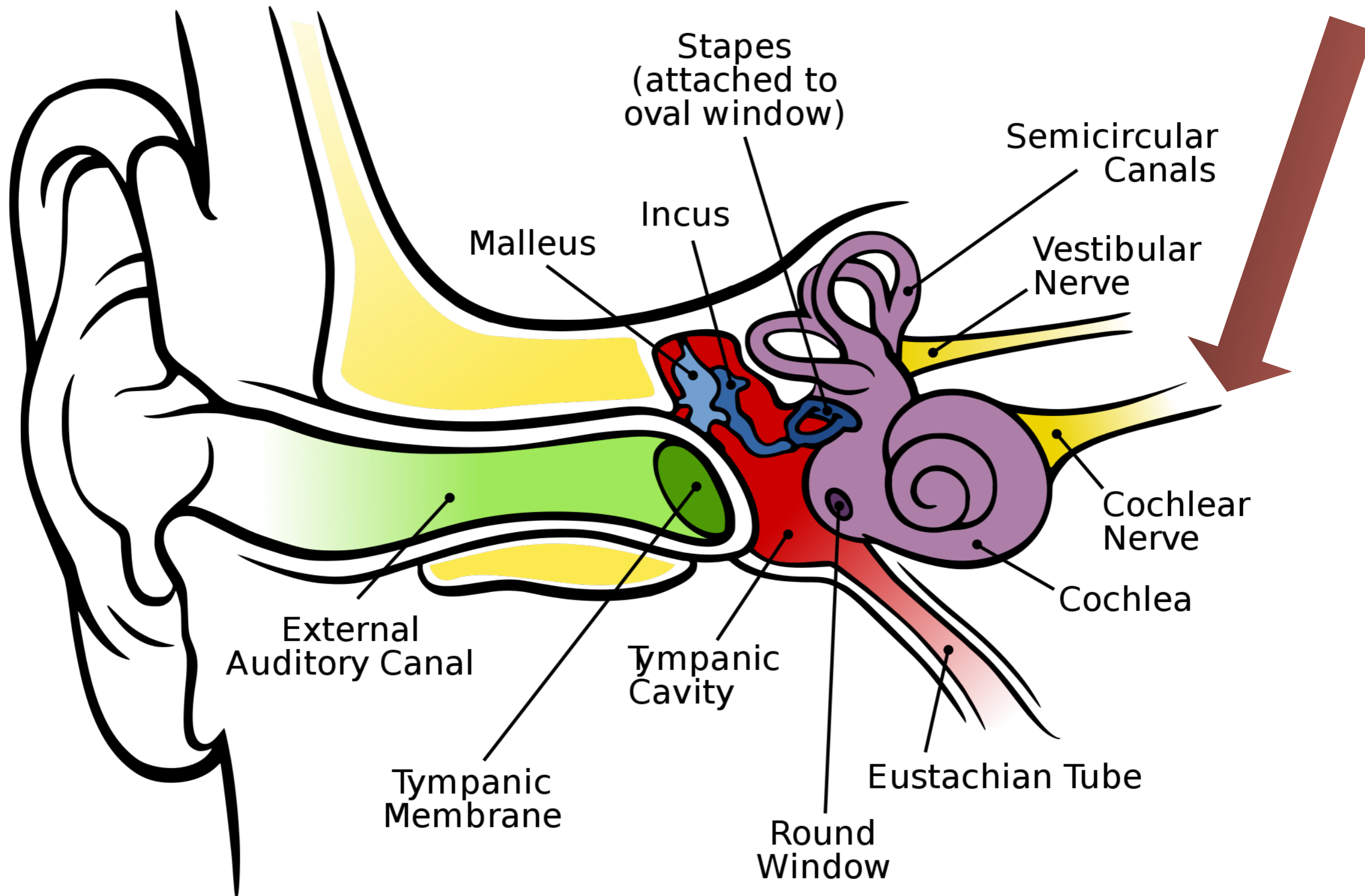
Wait, how many did you say?



Poll time!

What do you know
about children with
hearing loss?

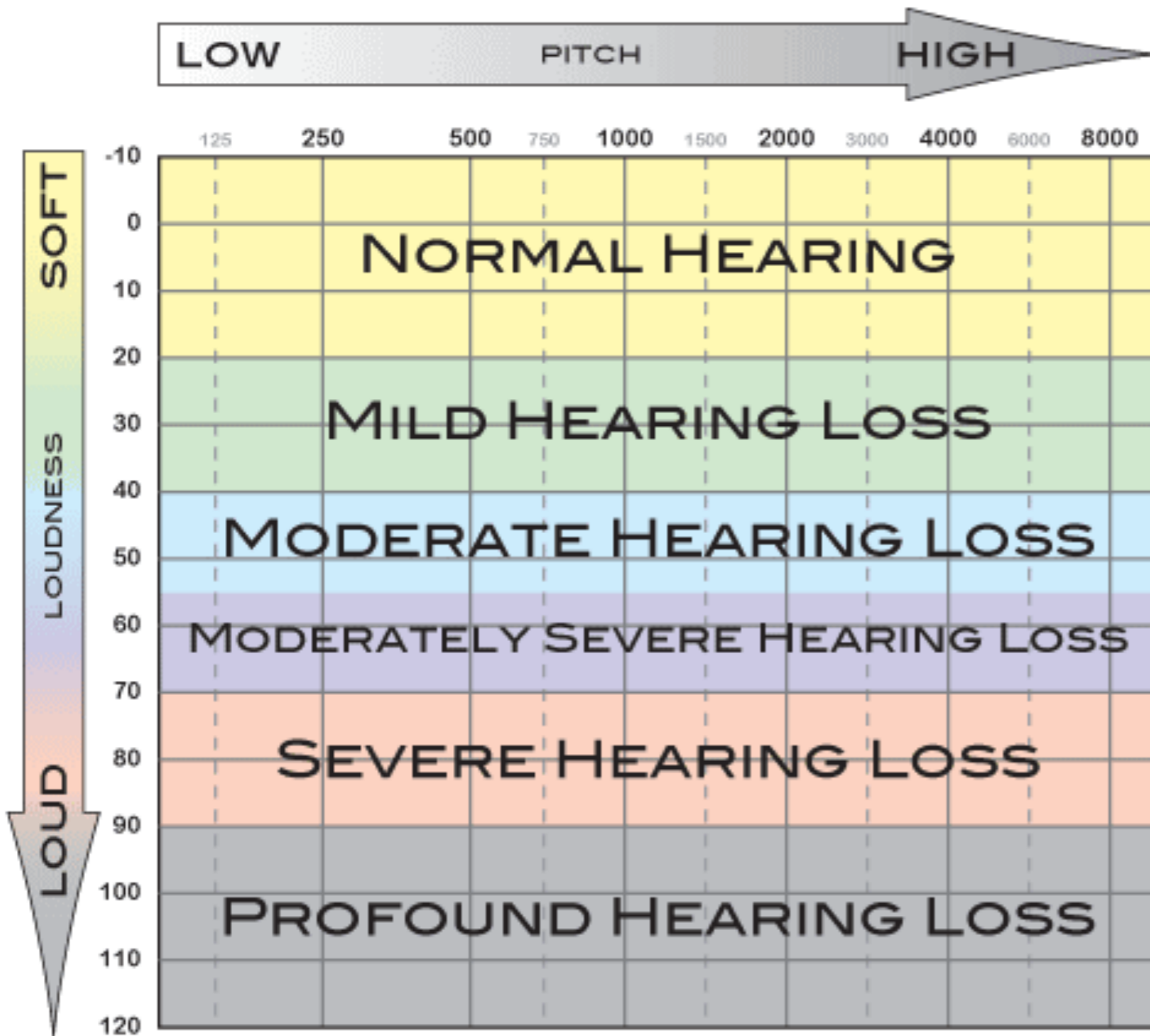






How does sound work?

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Normal hearing needed for a child to learn language

Understanding speech is difficult unless a quiet, 1-on-1 situation

Misses 50-75% of conversation and speech

Misses almost 100% of conversation and speech

Aware of the presence of sound if 12 inches from source

Aware of the presence of sound mostly through vibrations



Hearing Loss simulation

beginnings® 

Hearing Loss...I don't know anyone with a hearing loss

- 1-2 per 1000 births (permanent hearing loss)
- 6 per 1000 kids entering kindergarten (permanent hearing loss)
- 3-4 per 10 kids with otitis media (and 90% of children have otitis media!)
- 15 children~13 will have ear infections=4-5 can't hear
- School age children=1 in 7=15% !!

Cognitive
Development

Social-Emotional
Development

Typical Language Development

Access

School Readiness



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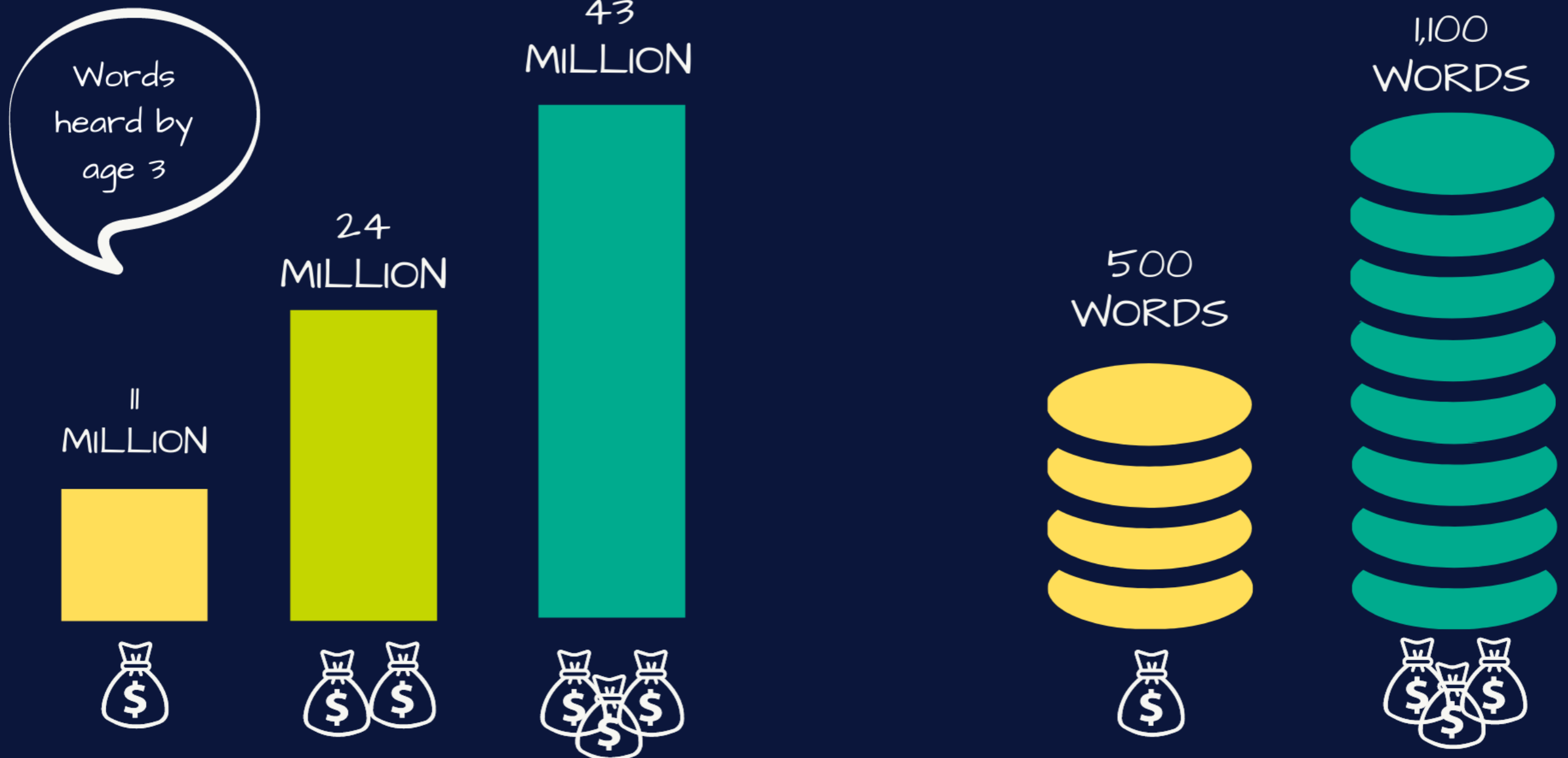
What are some skills you learned as you were growing up but that no one officially taught you?

(type responses in the chat window)

*****One-word answers work best***

BY THE AGE OF 3, CHILDREN FROM FAMILIES WITH HIGH-INCOMES HAVE DOUBLE THE VOCABULARY AS FAMILIES WITH LOW-INCOME

(BUT YOU DON'T NEED \$\$\$ FOR A "RICH" VOCABULARY)



Hart and T.R. Risley. (1995)

Can you read this story?

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

The actual story:

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

Once upon a time a city
mouse went to visit a
country mouse. The country
mouse lived in a field. He
was glad to see his city
friend. The two friends ran
around the field and played
until noon.

Risk Factors

- Intrauterine infections including rubella, CMV, and herpes simplex virus
- Rh factor complications
- **Prematurity**
- Maternal diabetes
- Toxemia during pregnancy
- Lack of oxygen (anoxia)
- Syndromes (Downs, Usher, Treacher-Collins, Alport, Crouzon, etc)
- **Ear infections (otitis media)**
- Ototoxic (damaging to the auditory system) drugs
- Meningitis
- Measles, Chicken pox
- Encephalitis, Influenza, Mumps
- **Head injury/abuse**
- **Noise exposure**

- Does not respond when he hears soft sounds such as your voice, when there is no other background noise
- Uses the words "what?" or "huh?" many times a day
- Carefully watches the faces of speakers
- Cannot understand what you are saying with other noises in the background
- Cannot understand voices over the telephone or switches ears often when using the phone
- Does not startle when he hears very loud sounds
- Cannot locate the source of a sound
- Has problems speaking, listening, learning and paying attention in school which may be noticed by a teacher or family member

Effects of Hearing Loss in Children

- Delays in speech and language
- Learning problems, especially in reading and math once the child starts school
- Social, emotional and behavioral problems that often lead to low self-confidence
- End of 3rd grade= only 20% have 3rd grade reading skills
- At least 50% leave high school with 4th grade reading skills

Hearing Loss or ADHD?

A

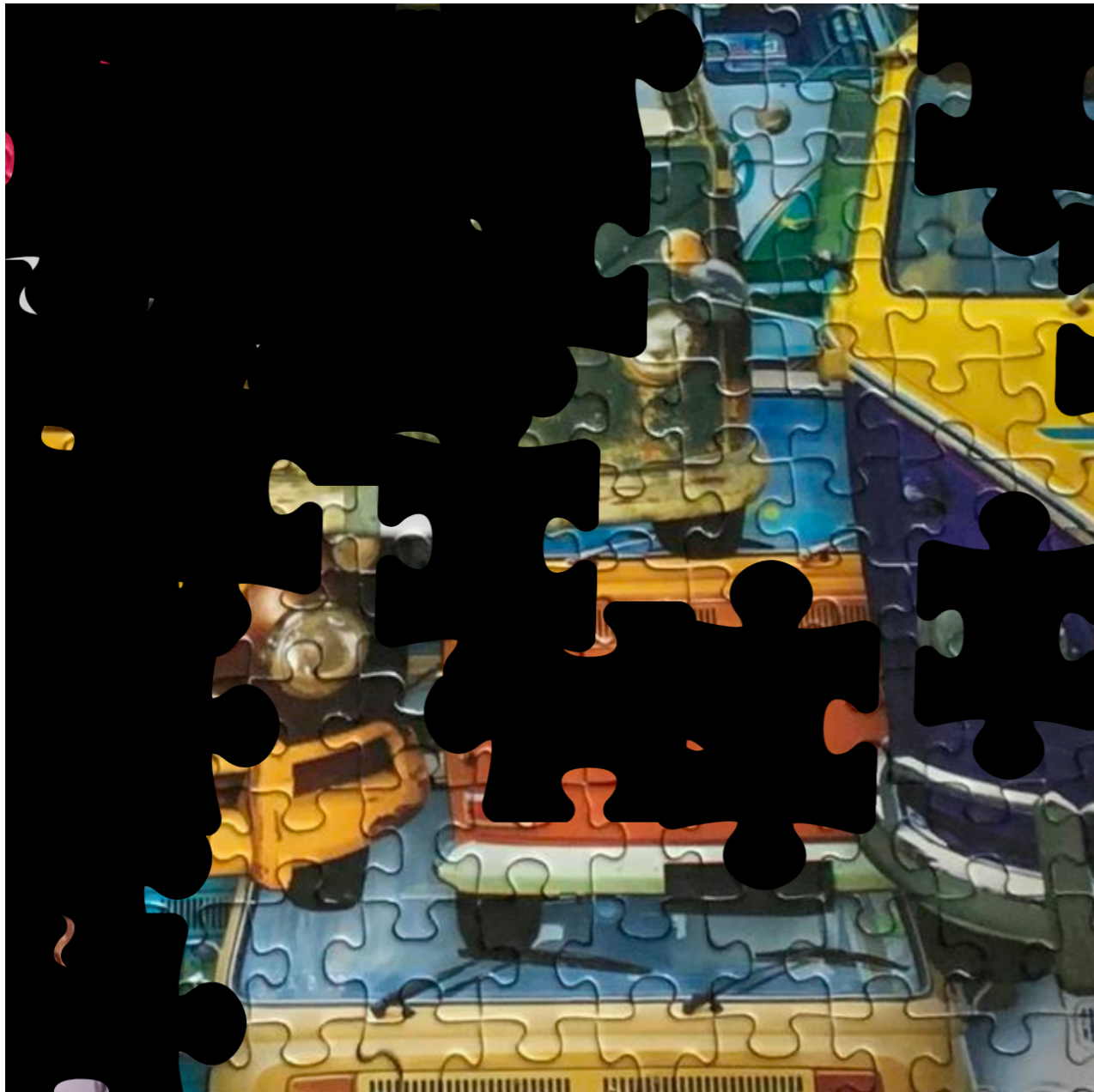
Which one is hearing loss?

B

Inappropriate responses	Blurting out answers
Doesn't seem to listen	"Can't sit still and listen!"
Difficulty following directions	Difficulty following instructions and organizing tasks
Doesn't complete assignments	Frequently fails to finish schoolwork or works carelessly
Difficulty sustaining attention during oral presentation	Difficulty listening to others without being distracted or interrupting
Impulsive	Acts of the spur of the moment
Often has poor self-concept	Isolated and low self-esteem
Can experience academic failure	Multiple problems with schoolwork and social activities



So if you didn't have auditory access (aka reduced incidental learning), what would be impacted?

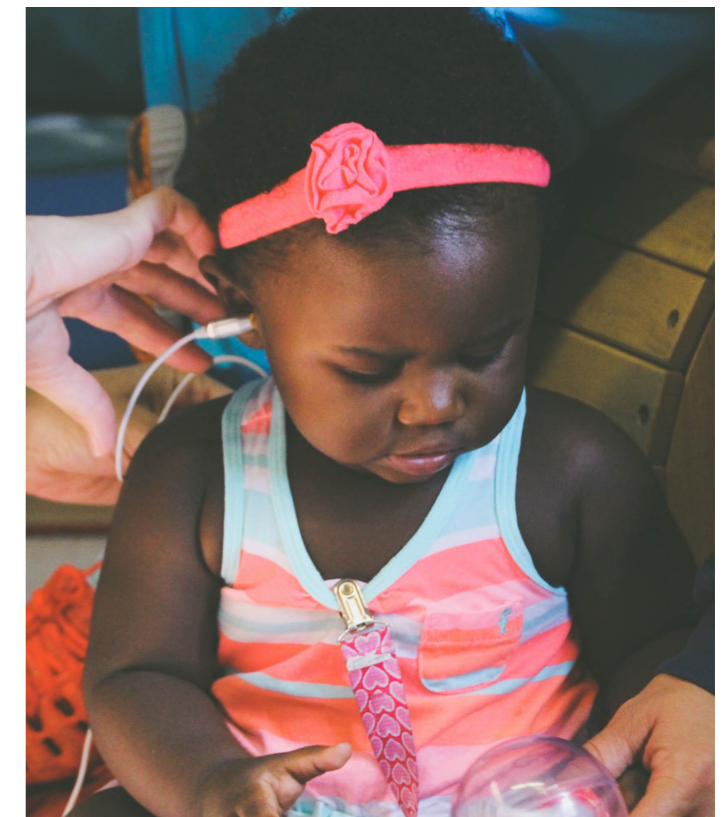


ELS

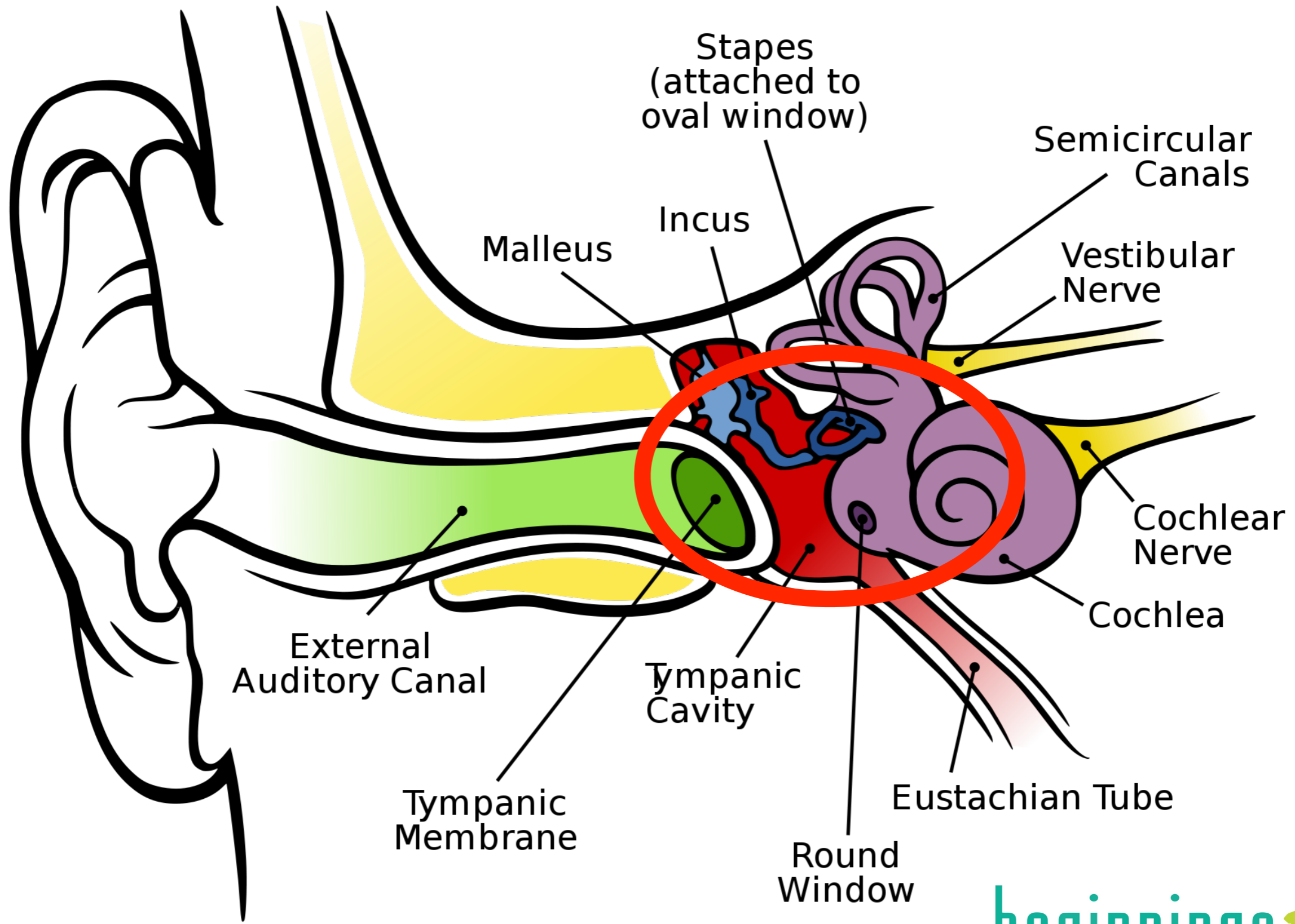
Goal CD-1: Children use their senses to construct knowledge about the world around them.

Now that we know all that...what do we do??





Who, where, when, how?



Stapes
(attached to
oval window)

Semicircular
Canals

Malleus

Incus

Vestibular
Nerve

External
Auditory Canal

Tympanic
Cavity

Cochlear
Nerve

Cochlea

Tympanic
Membrane

Eustachian Tube

Round
Window

Ways to help with Ready, Set, Screen



- If you are an ABC Quality CDC - give us a call and we will come do the screenings for you!
- If you are Head Start, Early Head Start, or First Steps 4K - we would love to help YOU learn how to provide screenings - through our Lending Library
- Have a machine but don't feel comfortable using it? We will train you and provide on-site or phone TA

Teach us!

- Lending Library
- Use the QR code or click the link in the chat window and fill out the survey
- Let us know if you would like to host a training in your area (we are planning 4 in the Fall - in the 4 regions of the state)

Hello, SC people conducting

Hearing Screenings



We want to hear from you!

Complete this survey and pass it on to another colleague who conducts hearing screenings.



After the completion of the survey, you'll have access to these resources:

- Free training (initial training or just to refresh your skills)
- Free risk factor cards, free evaluation information for students who are deaf/hard of hearing
- Ongoing Technical Assistance/Coaching for your screening program
- Inclusion in the state-wide hearing screening resource directory
- Access to the OAE Lending Library (if needed)

Okay, you can't screen - but you want to help. What can YOU do?

- Keep them close - 3 feet is the magic number
- Repeat what you say if they were looking away or if someone else was talking
- Repeat questions the other children ask
- Pay attention for looks of “I didn’t understand that” or “I don’t know what that means.”
- Turn down the music for story time/circle time
- Talk to them away from the AC, radio, busy window/doorway/hallway
- Talk, talk, talk - remember the more words they hear, the smarter they become!





So maybe you have a concern about a child...?

- Highlight the **child's strengths**, letting them know what their child does well
- Talk about specific behaviors of concern and milestone fact sheets as a guide
- Try to make it a discussion - allow time for the parent to think and respond
- Expect if the child is the oldest - parents might now know milestones for development
- Listen and watch for the parents response to know if you should continue or give them time to think and talk later
- Let them know they should talk with their child's Pediatrician if they think there might be a concern or if more info is needed
- Remind them you do your job because you love and care for children and you want to be sure **every child** does their very best

Tips from:

https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/tipstalkingparents.pdf

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Poll time!

Now, after this session, how much do you know about children with hearing loss?



[https://
beginningssc.org/
services-for-ccp/](https://beginningssc.org/services-for-ccp/)

[https://
beginningssc.org/
resources-for-child-
care-providers/](https://beginningssc.org/resources-for-child-care-providers/)

Child. Parents. Staff.

Anyone have a hearing loss?
Anyone wearing hearing aids or cochlear implants?
Anyone communicating with American Sign Language?



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**MY ATTENTION SPAN IS HOLDING
STRONG**

AAAAAAND IT'S GONE

quickmeme.com



EMPOWERING PARENTS OF CHILDREN WHO ARE DEAF OR
HARD OF HEARING THROUGH EDUCATION AND SUPPORT

Cara Smithwick

cara@beginningssc.org

Mary Reaves

mary@beginningssc.org

437 Center Street, West Columbia, SC 29169

803.216.1171

beginningssc.org

