

Supporting children who are Deaf/Hard of Hearing

In Extracurricular Activities

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Introduction

Participating in extracurricular activities can provide children who are deaf/hard of hearing with a sense of accomplishment and individual identity. These activities help them build relationships, gain confidence, and develop skills and talents.

Dance classes, sports teams, music lessons, and art classes...there are a variety of activities that may interest a child. Hurdles may exist within the extracurricular activity's environment that create difficulties and barriers. Within any activity, steps can be taken to enable a child to overcome these hurdles. Strategies, resources, and accommodations can provide a child who is deaf/hard of hearing with the best potential experience as they participate in extracurricular activities.

It's time to make a game plan!



Types of Activities and Associated Listening Environments

<h3>Physical Activities</h3> <p>soccer, dance, baseball</p> <ul style="list-style-type: none"> • More distance between child and instructor • Is hearing technology securely fit? • Background noises: other children, spectators, environmental (e.g. wind, rain) 	<h3>Indoor Activities</h3> <p>Music, ceramic classes</p> <ul style="list-style-type: none"> • Less distance between child and instructor • Acoustics of an indoor room (would an FM system benefit the child?) • Background noise (signal-to-noise ratio) 	<h3>Adjusting hearing technology</h3> <p>Swimming, sweating, helmets</p> <ul style="list-style-type: none"> • Compromises children who use LSL strategies as their main mode of communication • Consider safety vs. communication options 	<h3>Empowering children with communication repair strategies</h3> <ul style="list-style-type: none"> • Consider creating a leaflet (see below) • What to do when a battery dies • Narrating everything – modeling different ways to say the same thing • Use phrases such as "I didn't hear you," or "I heard you say..." • Identifying background noises that can be reduced • Moving around the field or room to find the best place to hear 	<h3>Empowering others with knowledge</h3> <ul style="list-style-type: none"> • Resident expert is the parent • Find breakdowns in communication • Where is the most support needed? • Remembering the team of experts (Parents, Deaf Educators, SLPs, Audiologists, etc.) • Parent and family support groups
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Leaflet Example

- Name, Picture
- Why are you making this leaflet?
- Hearing Technology
- FM System
- Information about your child
- Tips on how to help in the specific setting
- Places to find out more about hearing loss

Other means of support

- Engage in conversations with coaches and teachers before the first session:
- Preferential location (is your child in a position where they can best hear the teacher or instructor?)
- What are vocabulary words and terms?
- Find other parents who know about your child's hearing loss.
- Act out the game/task at home.
- Read it, Write it, Draw it, Say it, Watch it, Sing it, anything else you can think of to pre-teach.

Accessories for hearing technology

Sweatbands for Cochlear Implants and Hearing Aids
Helmets with cranks
Skull Caps
Lanyards: <https://www.gearforears.com/>
Swim Hat for Cochlear Implants: Nammuhat
<https://www.nammuhats.com/sun-protection-with-confidence/cochlear-implants-hats/>



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