

Learning Links' Tip Sheet

Working with children with hearing impairments



Check the child's hearing aids/cochlear implant and FM systems at the beginning of sessions & have spare batteries/implant parts on hand.

Bring yourself to the child's eye level when communicating and playing.

Try to catch the child's auditory or visual attention.

Use his/her name to gain attention.

Ensure a light is on you and behind the child (e.g. don't read in front of a window) as glare can make it difficult to see another face.

Use normal language and speak at a normal rate. Don't use exaggerated lip patterns.
Use natural body language and gesture.

If there is no response to a comment/question or a message has not been understood then you could rephrase the sentence and use language that is familiar to the child.

Make use of visual aids and do not turn away from the child while you are speaking.

If hearing is better in one ear than the other, then the child is best seated with the better ear toward the speaker. A position towards the front of the group is beneficial. A child with a unilateral hearing loss may have difficulty hearing a person who addresses them from the side of the poor ear, so consider seating during games, general conversation at a table, group time.

Be aware of the child's auditory environment. As much as possible minimise background noise, for example a room with carpet and soft furnishings such as curtains, rubber on chair legs and tablecloths on the puzzle table will aid in minimising noise.

Limit excess noise by not banging or moving tables during group time, not dragging chairs and asking lawns to be mowed before or after the children are in.

The information in Learning Links' Tip Sheets is prepared by experienced early childhood professionals. Each child is unique and this material is not necessarily suitable for every child, parent or carer. We recommend you discuss this information with your child's therapist or education professional prior to using these tips.

