

**TABLE 12.3 (Continued)**

Degree of Hearing Loss	Possible Psychosocial Impact of Hearing Loss	Effect of Hearing Loss on Speech and Language	Possible Educational Needs
Severe: 71- to 90-dB loss	Student may prefer other children with hearing impairments as friends. This may further isolate the individual from his or her classmates; however, these peer relationships may foster an improved self-concept and a sense of cultural identity.	Without amplification, may hear loud voices about 1 foot away. When amplified optimally, a student with hearing ability of 90 dB or better should be able to identify environmental sounds and detect all the sounds of speech. If loss is prelingual, oral language and speech may not develop spontaneously or will be severely delayed. If hearing loss is of recent onset, speech is likely to deteriorate with quality becoming atonal.	Emphasis placed on auditory language skills, speechreading, concept development, and speech. As loss approaches 80–90 dB, student may benefit from a total communication approach. Individual hearing aid or personal FM system is essential. Regular class placement is preferred, but teacher in-service is vital.
Profound: 91-dB loss or greater	Depending on auditory/oral competence, peer use of sign language, parental attitude, and other factors, student may or may not increasingly prefer association with the Deaf culture.	Aware of vibrations more than tonal pattern. Will likely rely on vision rather than hearing as primary avenue for communication and learning. Detection of speech sounds dependent upon loss configuration and use of amplification. Speech and language will not develop spontaneously and are likely to deteriorate rapidly if hearing loss is of recent onset.	May need special program with an emphasis on language skills and academic subjects along with comprehensive support services. Early use of amplification likely to help. May be a candidate for a cochlear implant. Requires continual appraisal of communication needs and learning modality. Part-time placement in general education classes as benefits student.

SOURCE: Adapted from Supporting Success for Children with Hearing Loss, *Impact of Listening on Learning*, 2013. Available at <http://successforkidswithhearingloss.com/impact-on-listening-and-learning>