|  |  |
| --- | --- |
| What Can You Hear? From A.G, Bell Association |  |
|  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Level of Hearing Loss** | **Decibel Level** | **Sound Equivalent** | **Effect on Language Development** | | Typical or Standard | Less than 20 dB |  |  | | Mild | 20-40 dB | Cannot hear a whispered conversation in a quiet atmosphere at close range | A child with a mild loss may have subtle problems which are not obvious either to parents or teachers. In fact, in the past, mild hearing losses were overlooked as a significant factor in a child's speech and language development or academic performance. Recent studies, however, illustrate that a child with a mild loss will benefit from favorable acoustics, hearing aids and assistive listening devices. Favorable seating and lighting, as well as ongoing monitoring of language and speech development, is important as well. Depending on the level of loss, children may benefit from speech-language therapy and speechreading skills. | | Moderate | 40-60 dB | Atmosphere at close range. | A child with a moderate hearing loss will benefit from routine audiological evaluations and ongoing monitoring of speech and language development, reading and written language. Hearing aids and assistive listening devices such as personal FM systems are imperative. Classroom acoustics should also be addressed. A child with a moderate loss may benefit from speech-language therapy to work on any language delays or difficulty in pronouncing certain sounds. If a child is not yet school age and is showing speech and/or language delays, a parent-infant or preschool program with special emphasis on developing these skills is recommended. | | Severe | 60-90 dB | Cannot hear speech; may only hear loud noises such as a vacuum cleaner or lawn mower at close range. | 20% of infants diagnosed with hearing loss are considered to have a profound loss. Infants and young children with severe or profound losses should be enrolled in a parent/infant program that addresses their specific needs as soon as possible. When school-age children in this category need ongoing monitoring of speech and language progress and routine audiology checks. Hearing aids or cochlear implants and assistive listening devices, such as FM systems, are essential, as is a favorable acoustical environment. Your child may also benefit from the use of an interpreter and/or notetaker in the classroom. | | Profound | Greater than 90 dB | Cannot hear speech; may only hear extremely loud noises such as a chain saw or the vibrating component of a loud sound. | |