

*Group Activity – Case Study #1*

Roger is a thirteen year old boy in seventh grade with autism and a unilateral moderately severe to profound mixed hearing loss in his left ear (since birth). He does not use a hearing aid. He notably has significant difficulty attending to a voice when anyone speaks to him beyond six feet. So, the IEP Team implemented using a Soundfield FM System. In class or in the hallways, he is not always aware of sound around him. His mother reported during an IEP meeting that he did not notice a squeaking cart coming from around the corner at the supermarket and got hit. She is concerned that this may play a role in his safety in school and on field trips. Roger is not bothered by background noise or even loud noise. Rather, he “tunes it out” even when it may become pertinent. Roger also tends to be quite clumsy, dropping his books, pencils, and other items on the floor. Most of the time, he is unaware something has fallen. Due to this, he tends to ask his teachers for pencils, erasers, a calculator to borrow, etc. He hasn’t come to terms that he has a hearing loss and believes he hears just fine. Because of this, he has mentioned his interest to remove the Soundfield FM System.

Roger enjoys reading (especially anything about solving a mystery or crime), scavenger hunts, fidget spinners, and intense strategy-type board games. He is extremely gifted at noticing minute details that have changed (such as commenting on recent haircuts, a lost button on someone’s shirt, and how the desks in a room have be moved slightly forward). He smiles when he is accurate in his observations, which uncannily is more often than not.

**Key Ideas:**

Who:

What needs:

Select One Domain of the Auditory Learning Guide and Identify the Step:

*Group Activity – Case Study #2*

Daisy Sue is a happy-go-lucky five year old kindergartener with conductive reverse sloping, moderate to mild hearing loss in both ears with two hearing aids (no other Assistive Listening Devices have been introduced to Daisy). Daisy's family has endured significant financial hardship with a single-parent father of Daisy and her four siblings. With a lot on his plate, Daisy's father has found it difficult to stay current with Daisy's audiology visits, but inevitably when Daisy has yet another double ear infection, he quickly takes her to the Ear Nose and Throat Doctor. Daisy's hearing aids tend to be quite filled with cerumen (earwax) and occasionally have a rip in the tubing, which causes the hearing aids to squeal. When this happens, little Ms. Daisy throws her hearing aids across the room. Though, if functioning properly, she tends to wear them without distraction. This is a big improvement as she wouldn't wear her hearing aids consistently until she was two and a half.

Daisy is observed to live life in a fast-paced moment-by-moment nature. She has ADHD, and her father is currently managing this by daily herbal supplements rather than prescription medications. Daisy tends to have difficulty with her auditory memory. According to father, when he asks her to complete simple, she often completes the first part, but not the second. He recalls once that he told her to "brush her teeth and then find him after." In this case, he noticed her brushing her teeth, pause as if to try to remember what happens next, and then runs to find her favorite stuffed animal (which is her relaxation toy when she gets frustrated). In kindergarten, her teacher says she's able to see Daisy complete two-step directions. The teacher states that she's asked Daisy to "hop and sit" during an activity and "drink and eat" during snack time. Though, the teacher has noticed that the more words she uses in a sentence, the more Daisy seems confused and grabs her stuffed bear from her backpack.

Daisy loves stuffed animals, playing house, acting like an animal, and dressing up like a princess. Though, she tends to play by herself and does not talk much. Her language is quite limited. Speech Therapy is currently doing an evaluation. Daisy is excellent at organizing her toys and matching items by color and number.

**Key Ideas:**

Who:

What needs:

Select One Domain of the Auditory Learning Guide and Identify the Step:

*Group Activity – Case Study #3*

Evelyn is a transfer student that came into your school district. She is a very quiet nine year old third grader. Evelyn was born profoundly deaf in both ears and received a cochlear implant in each ear at age 3. She uses a family-owned personal FM System transmitter at home and the same model transmitter at school (district owned). Little is known about Evelyn's history except that Evelyn displays strong emotional outbursts in the form of screaming and this is her third foster home. Evelyn participates in school via an emotional support classroom for all academics.

In your observations of her auditory skill development, you've tracked that Evelyn has difficulty recalling details of a given story or conversation you have with her (if no visuals are present). Often names, specific places, and any numbers (i.e.: dates, amounts, prices, ages, etc.) are either confused or omitted when you ask her comprehension questions. In addition, the sequence tends to be compromised, which has been a theme noted in her reading comprehension and reasoning. She could follow a conversation, especially if familiar, for some time. Though, if the conversation lasted longer than a paragraph or two, she became lost quickly. She rubs a piece of cloth she keeps in her pocket when she becomes nervous, and you've noticed the cloth surfacing when she continues to not recall accurate details over and over again. Her language is rather simple. Her speech therapist notes there is a delay of at least a year, but the testing seems outdated.

Evelyn dreams of becoming a teacher someday. She loves talking about past teachers who cared for her well. She enjoys drawing on a chalkboard, painting, and completing crafts. Evelyn is excellent at empathy, especially knowing when another student needs help. She loves listening to music and is often seen bopping her head as she sings to herself softly. Many times, she cannot recall the words to the songs, forgetting the last word or two in most lines.

Key Ideas:

Who:

What needs:

Select One Domain of the Auditory Learning Guide and Identify the Step: