**Case Study – Andrea (D/HH)**

Andrea has a severe to profound unilateral sensorineural hearing level in the left ear and typical hearing in her right ear. Andrea’s hearing status was confirmed at 6 months of age. All other family members have typical hearing. Andrea uses a hearing aid at home and school. With the use of the hearing aid, she has access to speech sounds. Andrea uses spoken language as her primary mode of communication. An audiological evaluation determined that Andrea’s speech perception skills are above 80% yet

deteriorate with noise.

Andrea has begun to exhibit social and emotional struggles when at school. She grew her hair to cover her hearing aid, and she becomes frustrated when she can’t always understand conversations in the classroom or on the playground. There were other environments where the sound level quickly escalated and made it difficult for Andrea to distinguish a speaker’s message (e.g., during school assemblies or group activities in the classroom). In addition, toward the end of the day, Andrea often experienced listening fatigue. When Andrea became frustrated, she would shut down and withdraw from the conversation, resulting in lack of engagement.

Andrea has an assistive listening device (ALD), such as a DM system designed to reduce the signal-to-noise ratio, but Andrea was uncomfortable carrying it from class to class and asking the other kids to use it.

Accommodations that were already present in Andrea’s IEP included sitting near the front of the classroom, sitting on the left side of the classroom to access information with her right ear (better ear), use of closed captioning for all videos, and continuous use of the ALD.

As a hard of hearing individual, Andrea felt uncertain about whether she belonged to the hearing versus hard of hearing world. Her parents noticed that she didn’t speak about having interactions with friends at school.