



# PUBLIC SCHOOL TEACHERS' KNOWLEDGE OF, EXPERIENCES WITH, AND ATTITUDES TOWARD PROVIDING ACCOMMODATIONS TO STUDENTS WITH HEARING LOSS

Jessica Huddleston, BS & Carole E. Johnson, PhD, AuD

Hearing Evaluation, Rehabilitation, and Outcomes (HERO) Laboratory

Department of Communication Sciences and Disorders

University of Oklahoma Health Sciences Center

Oklahoma City, OK 73117

## INTRODUCTION

The Oklahoma City Public School System (OKCPSS) serves 45,000 children with 2,800 certified teachers. The OKCPSS uses a contract-for-service delivery model to provide audiologic services to these children. The contract is limited in scope and does not include outreach to its teachers.

It is likely that many of teachers may be unclear in how to provide accommodations to students with hearing loss.

## PURPOSE

The purpose of the study was to survey public school teachers in the OKCPSS on their knowledge of, experiences with, and attitudes toward providing accommodations to students with hearing loss.

## METHODS

An email with a Qualtrics link requesting participation in a survey of OKCPSS of all 2,800 certified public school teachers' knowledge of, experiences with, and attitudes toward providing accommodations for students with hearing loss.



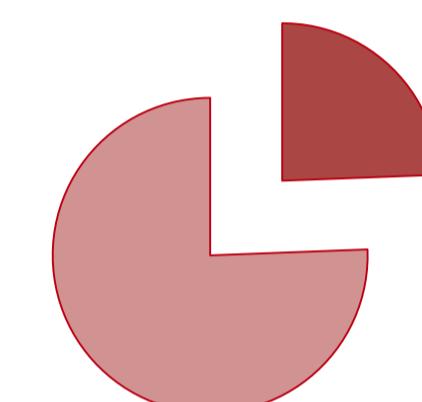
## RESULTS

### Sample

302 teachers (Male = 49; Female = 215) participated in the survey for a 11% response rate. 68.5% (181/264) were between the ages of 35- and 64-years-old and taught preschool through high school students. Nearly all (94.2%; 249/264) taught students with Individualized Education or 504 Plans and in a variety of formats: discussion, lab, lecture, resource room, online instruction, and seminars. Teachers of all experience levels were equally represented in the sample from new instructors to those with more than 20 years of experience. The majority (50.0%; 138/263) had class sizes of 11 or more students.

## Knowledge

- Over one-quarter (27.1%; 63/232) did not know that the Individuals with Disabilities Education Act was the law that guaranteed students with disabilities the right to a free and appropriate education in the least restrictive environment
- About one-quarter (24.4%; 55/227) knew that an audiologist external to the school provided hearing services to the OKCPSS via a contract.



Only  $\frac{1}{4}$  of teachers knew about the contract-for-service delivery model

- Nearly two-thirds (65.5%; 150/229) knew that hearing aids and cochlear implants do **not** restore hearing to normal levels.
- Some teachers did not know that these devices:
  - could be used with FM systems (25.3%; 58/229),
  - ran on batteries (19.2%; 44/229), and that
  - cochlear implants were for more severe degrees of hearing loss (26.2%; 60/229).
- Nearly all (85.5%; 196/229) could recognize that providing more repetition, using a slower rate of speech, and ensuring the visibility of the face is the best way to communicate with a child with hearing loss.
- Most teachers (89.5%; 196/231) knew that children with hearing loss would hear them **best** in a noisy classroom if they wore a wireless microphone paired to the children's FM systems.

## Experiences

- More than half (57.0%; 150/263) either had a family member or friend with a hearing loss.
- About 20.1% (53/264) of the teachers believed that they had a hearing loss.

- Approximately 62.6% (149/238) of teachers have taught between 0 to 2 children with hearing loss in their classrooms within the past five years.
- Teachers reported using a wide variety of accommodations with the most frequent being preferential seating, extended test time, and use of separate testing environments.
- The majority (53%; 123/232) have no experience maintaining hearing aids or cochlear implants.



## Attitudes

Most had positive attitudes toward providing accommodations to students with hearing loss. More than two thirds (69.4%; 166/239) felt that they needed additional information, however.

## DISCUSSION

Most teachers did not have adequate knowledge of or experiences with providing accommodations to children with hearing loss. However, they displayed positive attitudes and wanted to learn more. It was concerning that most did not know how hearing services were provided to children in the OKCPSS. A contract-for-service delivery model is used which is limited in scope and does not include teacher outreach.

A virtual inservice via ZOOM will be created based on the results of this survey. Content will focus on the details of hearing services in the OKCPSS, laws, effective accommodations, and hands-on experience in managing FM systems, hearing aids, and cochlear implants in the classroom. In addition, a use-case approach will be used to keep teachers engaged and to assist them with appropriate application of content.

## CONCLUSION

Certified teachers in the OKCPSS were not prepared to provide accommodations to students with hearing loss. A virtual inservice based on the results from this survey will be developed using a use-case approach.