

RESOURCES

“Subjective Fatigue in Children with Hearing Loss: Some Preliminary Findings”
at

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4096811/>

“Making Mainstream Classrooms Deaf Friendly”
at

www.deafchildren.org/2014/06/making-mainstream-classrooms-deaf-friendly/

“Simply stated, the simple processes of attending to multiple stimulations occurring in the classroom require concentrated effort and focused attention. Is it any wonder that many of our children arrive home exhausted and unwilling, or unable, to focus on homework?”

*Hossler, T. & Boyd, B.
Making mainstream classrooms deaf friendly. The Endeavor, Summer 2009.*

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Deaf Education at a glance...



KANSAS SCHOOL
FOR THE DEAF
OUTREACH

MENTAL, PHYSICAL, AND EMOTIONAL EXHAUSTION IN THE CLASSROOM

After a full summer with plenty of time to play and rest, all students show signs of exhaustion at the beginning of a new school year until they get used to a new routine. This is also true for deaf/hard of hearing (d/hh) students, but research and anecdotal evidence suggests that this exhaustion can be ongoing for our d/hh students.

Studies have shown that school age children who are d/hh experience significantly more fatigue than typically hearing children (Hornsby, 2014). It takes a lot of focus and attention to keep up with a fast paced lecture, understand multiple dialogues, and maintain split visual attention between speakers, interpreters, and visual aids. This fatigue can impact a student's attention during class, retention of important information, and the ability to perform well academically.

So the question becomes what can we do to relieve the mental, physical, and emotional exhaustion of students who d/hh? Here are some tips:

- Try to limit how much multitasking the student has to do. Following a lecture, reading PowerPoint slides, and taking notes simultaneously requires substantial concentration. Slowing your pace and establishing a note taker can provide some relief for these tasks.
- Establish communication rules that include facing the group and taking turns when speaking will help the student follow classroom dialogue.
- Plan quiet breaks into the day.
- Teach d/hh students how to advocate for themselves, and encourage them to do so. Let them know that it is okay to be tired and okay to request that things be repeated, to move seats, or take a break if it's an appropriate time.
- Encourage consistent use of well fitting and working amplification.
- Use an FM system in all classrooms.
- Provide the student with preferential seating where he/she can see the teacher and his/her classmates.
- Be aware of background noise and try to limit it. This means shutting the classroom door, turning off fans and radios, and allowing the class to quiet before speaking.

KSD Outreach Mission: To provide the highest quality of services, resources, and support to children ages birth-21 who are deaf/hard of hearing by collaborating with their families, their communities, and the professionals that serve them.