

OLIVER

GETS HEARING AIDS



"Oliver gets Hearing Aids" is dedicated to my brother, Patrick, who is hearing impaired, and to the family, friends, and professionals who were involved in helping him. It was Patrick's hearing and speech professionals that shaped my career as a pediatric audiologist.

This book is written for children. I know from experience the need for awareness and understanding that must be developed, not only by children with hearing loss, but also by their peers. Additionally, I hope that this book will reduce anxiety in those children first being diagnosed with hearing loss and fit with hearing aids.

Maureen Cassidy Riski, M.Ed.

Knowing that education is the key to understanding, I believe that the publication of this book will promote better understanding of the challenges and importance of identifying and managing children with hearing impairment. We wrote about "Oliver" to create a resource for parents, teachers, and children who want to learn about the process of hearing evaluation and habilitation.

Nikolas Klakow, M.S.

The authors would like to thank Dr. Rick Pillsbury, Dr. Amelia Drake, and the staff of the Department of Otolaryngology, University of North Carolina for the opportunities and support that they have provided.

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All the children were playing and having fun, except Oliver.

Oliver was sad because he couldn't quite understand what his friends were singing.





In school, because Oliver couldn't hear his teacher, he often missed the directions she gave.

It was recess!
Oliver tried to play with
the other children, but
he couldn't always hear
what they were saying
to him. So Oliver would
just be by himself.





Once again, Mrs. Brown, Oliver's teacher, had given him a note to take to his mother. When Oliver came home, he gave the note to his mother, and went to sit in front of the TV.

Oliver liked watching TV. It was one of the few things he could make loud enough for him to understand. His brother and sister thought the TV was too loud!



“Who can I see for help?” Mrs. Elephant asked Dr. Young, the family doctor. “Oliver needs to see an ear doctor,” replied Dr. Young.





The next day
Oliver's parents
picked him up
early from
school, and
they went to
the ear doctor.



The doctor's waiting room was full! There was Tony who had a sore throat, and Samantha with an earache...

“Oliver,” the nurse called.
It was Oliver’s turn to see
the doctor.

“Let’s see what we have here,”
Dr. Dog said, while looking
into Oliver’s ear. Oliver was
very brave, and let the doctor
look into his ear.

“You need to have your hearing
tested by the audiologist,”
said Dr. Dog.



“Hello,” said the audiologist,
as Oliver walked into the test booth.
“I’m going to test your hearing.”

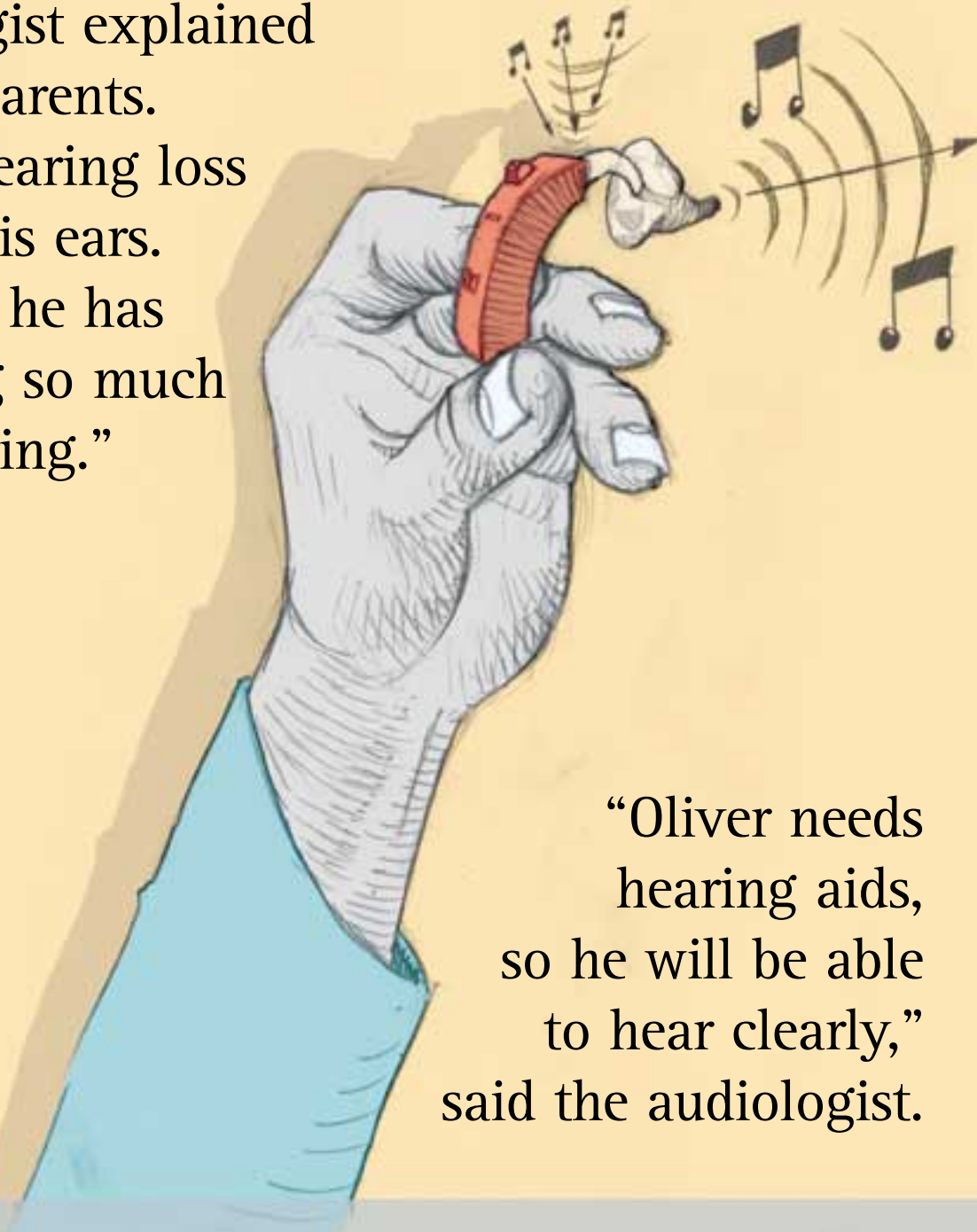
“Are you ready to play my
hearing game?” This is an easy
game, Oliver thought, as he threw
a block in a bucket each time
he heard a beeping sound.

“Good listening Oliver – look
at all those blocks!”

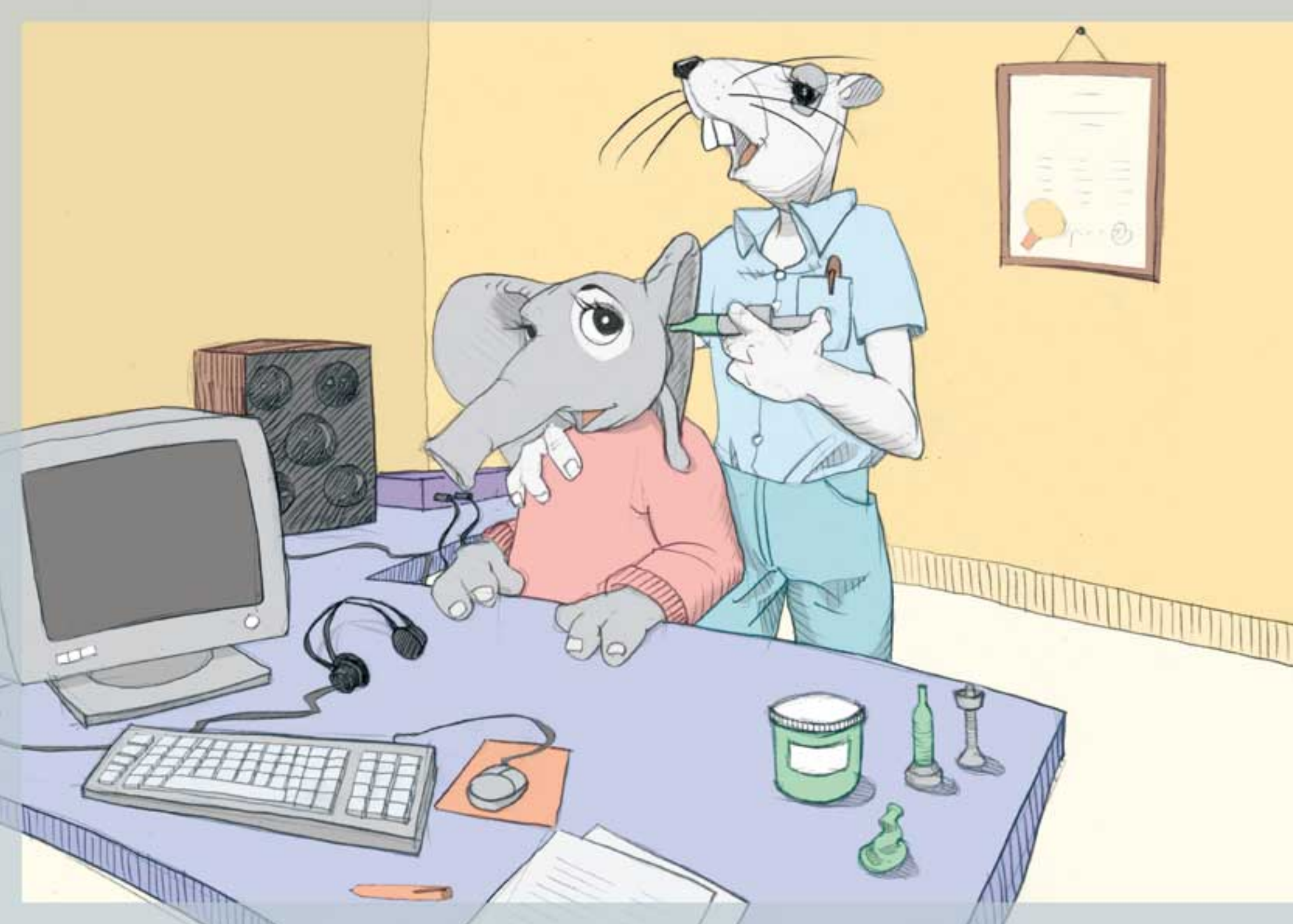




“Here are the results,” the audiologist explained to Oliver’s parents. “He has a hearing loss in both of his ears. That is why he has been having so much trouble hearing.”



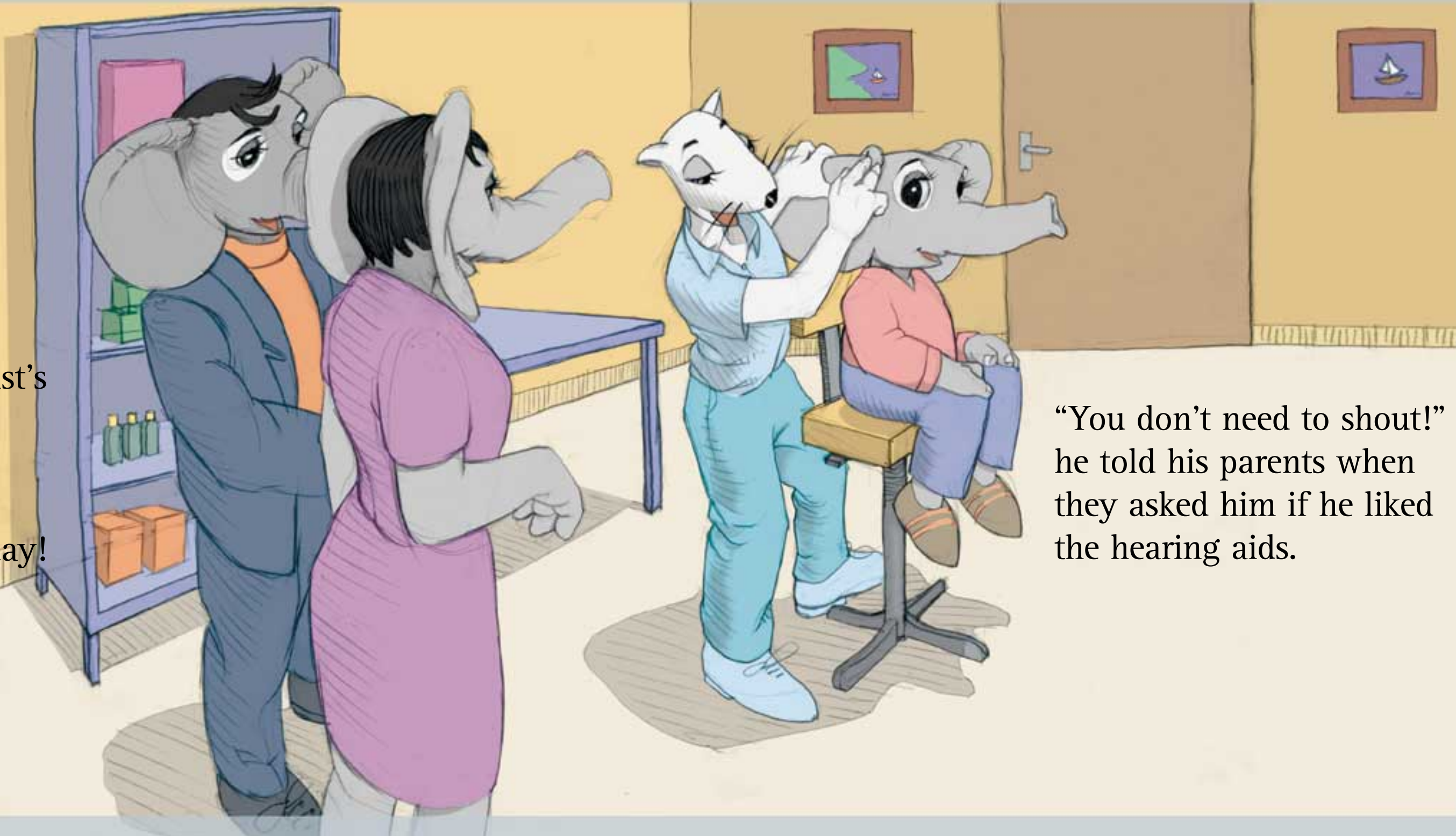
“Oliver needs hearing aids, so he will be able to hear clearly,” said the audiologist.



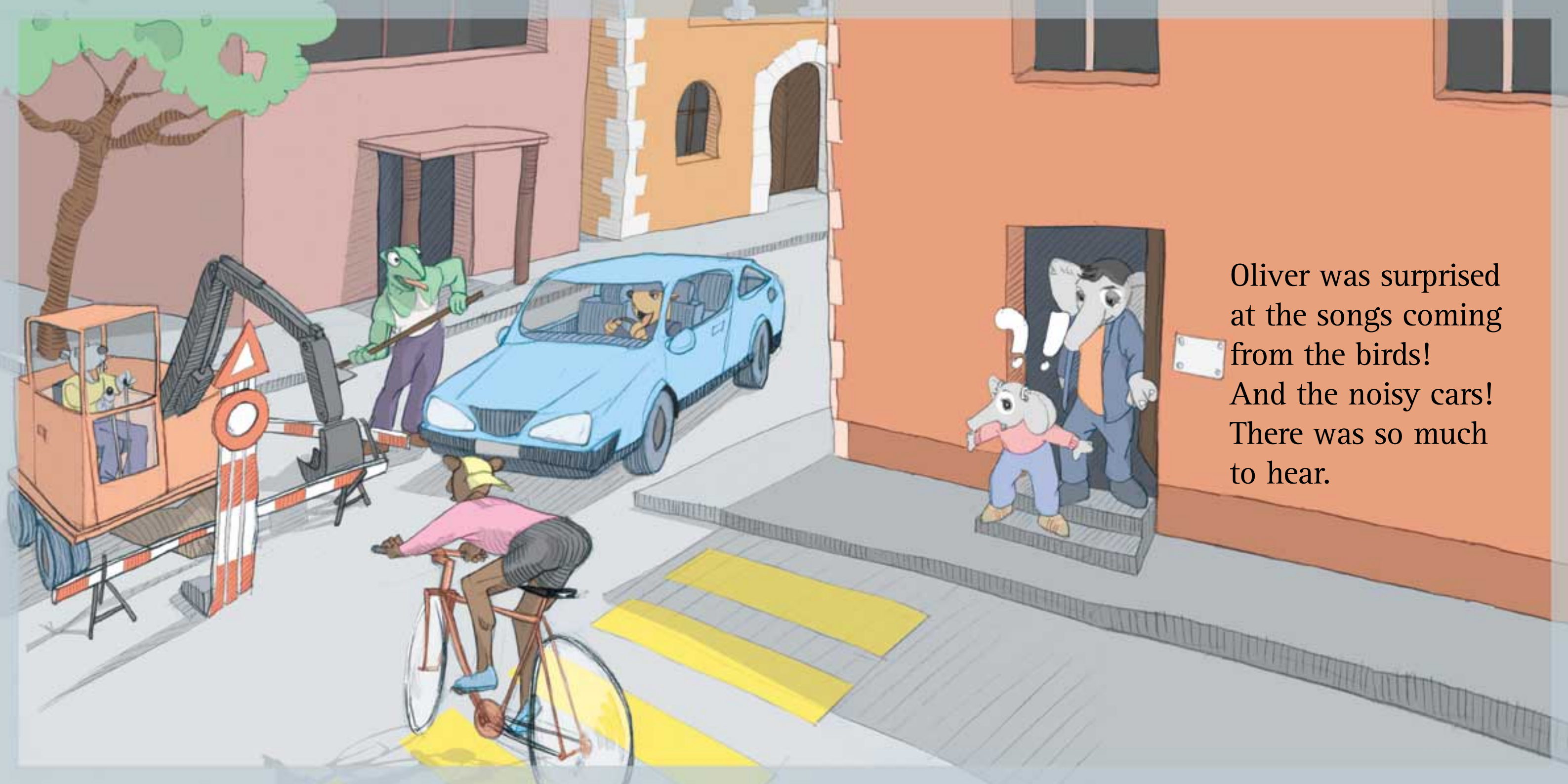
“He will need earmolds to connect the hearing aids to his ears.”

SQUIRT...
the cold material the audiologist put in his ear was drying quickly.

A couple of weeks later Oliver returned to the audiologist's office to try on his new hearing aids. What a big day!



“You don’t need to shout!” he told his parents when they asked him if he liked the hearing aids.



Oliver was surprised
at the songs coming
from the birds!
And the noisy cars!
There was so much
to hear.

It didn't take Oliver long to get used to his new hearing aids. He liked being able to hear better.



Oliver liked singing the most and music class soon became his favorite.





“Here’s the ball!” shouted Patrick the Rabbit, as he passed the ball to Oliver.
“Great shot!” everyone yelled, as Oliver made a goal.



Oliver was careful with his hearing aids. He learned how to change the batteries and at night he put them in their special case. He took good care of them so they would last for a long, long time.

Oliver was happy that he could hear better.
He lay in bed that night, dreaming.
His next birthday would be the best ever.



Speech and Hearing Checklist

This checklist outlines behaviors which may be expected of a child at various ages. If your child consistently fails to respond as the checklist suggests, there may be a problem which requires further evaluation. You should contact your local physician if you feel there is any cause for concern.

3-6 months

Children awaken or quiet to the sound of their parents' voices. They typically turn their eyes and their heads in the direction of a sound.

7-10 months

Children turn their heads and their shoulders toward familiar sounds, even when they cannot see what is happening. Sounds do not have to be loud to cause them to respond.

11-15 months

Children show understanding of some words by appropriate behavior. For example, they point to or look at familiar objects, on request. They jabber in response to a voice, are apt to cry when there is thunder, or may frown when scolded.

1 1/2 years

Some children begin to identify parts of the body. They should be able to show their eyes or toes and should be using a few single words. The words are not complete or pronounced perfectly but are clearly meaningful.

2 years

Children should be able to follow a few simple commands without visual cues. They should be using a variety of everyday words heard at home. Most 2-year-olds enjoy being read to and shown simple pictures in a book and will point them out when asked.

2 1/2 years

Many children say or sing short rhymes or songs and enjoy listening to music or singing. If children have good hearing, and these events bring them pleasure, they usually react to the sound by running to look or telling someone what they hear.

3 years

Children should be able to understand and use some simple verbs, prepositions, adjectives, and pronouns such as go, in, big, and me. They should be able to locate the source of a sound. They should be using complete sentences some of the time.

4 years

Children should be able to give connected accounts of some recent experiences. They should be able to carry out a sequence of two simple directions.

5 years

A child's speech should be intelligible, even though some sounds may still be mispronounced. Most children this age can carry on a conversation if the vocabulary is within their experience. They should use pronouns correctly.

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