**Frequently Asked Questions**

**The information provided is compiled from resources from the American Speech/Hearing Association (ASHA), the Educational Audiology Association (EAA), Technology Considerations to Improve Access, Involvement, Outcomes-Tech Talk, and leading manufacturers of Hearing Assistance Technology.**

**I’m providing virtual instruction, but my students are still having difficulty engaging, why is it so hard for my students to understand me on the computer during our live meetings?**

**Compressed Speech**

* The recording process compresses speech to a narrower band, whereas people with hearing loss actually require a broader frequency band for optimal understanding.

**Speech-Reading**

* Listening to recorded speech does not allow the student to use speech-reading to fill in gaps in their hearing.
* Not being able to speech-read creates a barrier to understanding/comprehension.

**Intonation/Inflection**

* Subtle intonations and inflections are often not captured in recorded speech.
* While students with normal hearing may still be able to understand the message, students who are deaf/hard of hearing may struggle as they rely on intonation/inflections of speech to enhance their speech understanding.

**Rate of Speech**

* Students who are deaf/hard of hearing require a slower rate of speech than is often offered on recorded materials.
* A live reader can accommodate a reduced rate of speech where a recording cannot.

**Repetition**

* Students who are deaf/hard of hearing do not have equal access to spoken information, therefore the student who is deaf/hard of hearing will likely require the repetition of information to ensure equal access.

**Listening Effort**

* The everyday listening effort required of students who are deaf/hard of hearing is substantially greater than their peers and can result in  fatigue and attention challenges and reduced retention abilities.
* When hard of hearing students have to listen to recorded speech they lose visual cues, vocal intonation/inflection cues optimal listening rates as well as opportunities for repetition. Additionally,  the way speech is recorded is not optimal for students listening with hearing loss.
* All of these factors create gaps that need to be "filled in" by the hard of hearing student which in turn increases the required listening effort relative to their peers.
* Sound exhausting? It is; and the deaf/hard of hearing student has to do this while still engaging in the the processing of complex questioning, the retrieval of information, as well as the stress of online learning.