The NeuroNet Program

Facts About Mild Hearing Loss and Unilateral Hearing Loss
13 Facts on the 
Impact of Hearing 
Loss on Education. 
THE HEARING 
REVIEW, v.3 p.19.

#1. We identify less 
than 50% of children 
with an educationally 
significant hearing loss.

#2. A significant hearing 
loss is 25 dB or more 
(the same hearing loss 
you would experience if 
you put your fingers in 
your ears).

#3. Reading Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Normal Hearing</th>
<th>Minimal Hearing Loss (25 dB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2.3</td>
<td>2.0</td>
</tr>
<tr>
<td>4th</td>
<td>6.3</td>
<td>4.5</td>
</tr>
</tbody>
</table>

#5. Language delay 
Hearing loss: 
15-26 dB = 1.2 yr delay 
27-40 dB = 2.0 yr delay 
41-55 dB = 2.9 yr delay 
56-70 dB = 3.5 yr delay

#6. Learning disabilities: 
children with a significant 
early history of ear 
infections (prior to age 2) 
are at high risk for 
experiencing difficulties in 
hearing, language and 
academic skills.
#7. ADD: 89% of children with ADD have had at least 3 ear infections; 74% have had at least 10 ear infections; of children taking medication for ADD, 94% have had more than 3 infections and 68% have had more than 10.

#8. Down syndrome: 40-50% of children with Down syndrome have a hearing loss of 25 dB or greater.

#9. Special education: between 75% and 84% of children have abnormal hearing.

#10. Intelligence: 75% of children with characteristics of giftedness who failed to qualify for gifted programs had experienced chronic ear infections in infancy.

#11. Children with a hearing loss in just one ear are 10 times more likely to fail a grade in school than children with normal hearing.

#12. A high-frequency hearing loss caused by excessive noise exposure is seen in 3% of children in grades 1-3, and 22% of children at high school level.
#13. A child who wears hearing aids loses a large percentage of his auditory perception in a noisy listening environment.


“academic difficulties are a consequence of mild bilateral hearing loss”

“children with these hearing losses experienced higher levels of stress and fatigue compared with their normal hearing peers.”

classroom FM systems are very effective in managing background noise, distance and reverberation,

and FM systems can facilitate dramatic improvements with respect to speech recognition in noise (Chisolm, McArdle, Abrams and Noe, 2004).

Only a hearing test can tell you if a child has a hearing loss or a physiological auditory processing problem.