

Mismatch Parent/Child Language Use: Why do individuals with severe/profound hearing loss have such a difficult time in their development and use of language?

- a. severe reduction in their ability to perceive, understand, and use the auditory com. system of their parents
- b. auditory problems inhibit their development of the expected interactional strategies
- c. because they do not develop the expected strategies, their parents began to alter their normal patterns of interactional behavior
- d. because the parents do not know how to effectively alter their auditory behavior to meet the essentially visual learning needs of their children, the resulting parental interactional behaviors serve to further confuse and delay their children's language development
- e. parents began to decrease the frequency and quality of their interactions with their children
- f. the children's rate of development slows even further and their performance lags further behind that of their hearing peers
- g. the parents began to use a teaching mode in their interactions
- h. the frequency with which the children interact with individuals other than their parents decreases
- i. the children become increasingly passive in their interactional behaviors

What are the instructional implications of this impact?

- a. many d/hh students come to the school setting with a communication system that is less functional, i.e., conventional, and more reliant upon concrete, nonverbal and verbal cues
- b. many students assume a passive learning style and have an excessively restricted range of interactional/language experiences from which to learn.