



Caregiver's Guide for Advocating and Working Together with Your D/HH Child's Coach



Building Background Knowledge

- Share information about your child's specific level of hearing loss to give the coach an understanding of what they may or may not hear. "Degree of Hearing Loss Chart" on reverse.
- **Familiarize the coach with your child's hearing devices, if used, and how they work.**
- Instruct the coach in usage of the FM system, if applicable. If a school sponsored sport/program, your child's TOD may be able to assist.
- **Describe "auditory fatigue" to the coach so they can understand the physical and mental demand of listening through hearing devices, if used. This can minimize the possibility of your child being viewed as "lazy" or "less physically fit."**



Creating a Partnership with Your Child's Coach

- Initiate contact with the coach prior to the first meeting, if possible, and inform them of your child's hearing loss.
- **Offer to meet with the coach and child in a quiet location to share important information such as:**
 - **Preferred method of communication**
 - **Basic assistive listening device information, if used, and how to troubleshoot.**
 - **Proper interaction etiquette with an ASL interpreter, if used.**
- Create an open dialogue by encouraging the coach to reach out and ask questions whenever needed.



Interacting with Officials and Other Coaches

- Encourage the coach to inform the other team and game officials if using an FM system to avoid any misunderstandings about the purpose of the device.
- **Inform game officials of the possibility that your child may miss a game call, whistle, etc. and may accidentally continue playing past a game stoppage.**
- If using an ASL interpreter, introduce the interpreter to the game official and other coaches.
- **If modified protective equipment is required to protect hearing devices, it may be necessary to show a game official depending on the sport.**



Additional Resources

Coaches Resource Guide by:Carolynn Osborne
Time Out! I Didn't Hear You by: Palmer, et al.



Degree of Hearing Loss

The level of a person's hearing loss can be described in two ways:

- as a decibel (dB) hearing level
- as mild, moderate, severe, or profound hearing loss

Hearing loss is not described as a percentage (e.g., 60 percent Deaf).

The table below shows the terms used to describe levels, the decibel levels that they refer to and the impact without intervention (i.e. hearing aid or other device):

Degree of Hearing Loss	Hearing Level in dB (Loudness)	Impact without intervention
Normal Hearing Sensitivity	0–15 db	
Minimal or Slight	16–25 dB	Athletes may: <ul style="list-style-type: none">• miss some consonants• experience mild difficulty with auditory language learning• experience difficulty listening at a distance or in noisy situations
Mild	26–40 dB	Athletes may: <ul style="list-style-type: none">• miss quiet speech sounds• experience difficulty with auditory learning• experience speech/language delays• appear to be inattentive
Moderate	41–70 dB	Athletes may: <ul style="list-style-type: none">• hear almost no speech sounds at normal levels• make speech sound errors• experience language delays• experience learning difficulties related to language delays• appear to be inattentive• need to be less than two metres away from speaker for best listening distance
Severe	71–90 dB	Athletes may: <ul style="list-style-type: none">• hear no speech sounds at normal levels• speak, but their speech may be difficult to understand• experience language delays• experience learning difficulties related to language delays• appear to be inattentive to verbal communication (may not realize that speaker is speaking)
Profound	91 dB or greater	Athletes may: <ul style="list-style-type: none">• hear no speech or other sounds• experience extreme difficulty understanding speech• produce little or no verbal language• experience learning difficulties related to language delays• learn by visual cues or American Sign Language• appear to be inattentive to verbal communication (may not realize that speaker is speaking)

Note. From "Coaches Resource Guide: Supporting Young Athletes Who Are Deaf and Hard of Hearing in a Mainstream Setting," by C. Osborn, 2016, p. 11 (https://coach.ca/sites/default/files/archive/2020-02/Coaches_Resource_Guide.pdf)