Outcome of Training Teachers on Use of Verbal Communication among Children with Hearing Impairment in Kenya: Starkey Hearing Foundation Pilot Project

By
Karia, M.; Luqman, L. & Kwenda, D.
SHF Core Areas

SERVICE

TRAINING & CAPACITY BUILDING

RESEARCH
Starkey S-triad

- Simplicity
- Sustainability
- Scalability
Objective

To evaluate the outcome of **teachers** training on **listening** and **speaking** skills of children with hearing impairment in selected schools in Kenya.
Background/ Literature review

• Social improvement and integration of every child is a key human right (UNCRPD)
• UN SDG 4 emphasizes the importance of all-inclusive education
• Inclusive education is essential for children with disabilities to develop holistically
• Most children with HI have potentials to acquire better spoken language
• Well documented gains of auditory-oral intervention causing increased oral communication in developed countries
• Evidence by Moog et al on increased success when parents and teachers are involved
• Many studies confirm that deaf children with access to sound have the capability to acquire communication skills similar to their hearing peers
Research Method

• Pre and post design was utilized
• Validated questionnaire as well as objective assessment used for data collection
• Four schools in Kenya
• 101 students- Kenya
• Mild to Profound hearing losses
• All were fit with the WFA® method
• Data analyzed with STATA 14
Age distribution

Kenya - (N= 101)

- ≤ 5 years: 0%
- 6-10 years: 80%
- 11-18 years: 20%
- > 18 years: 0%
Gender distribution

Kenya- (N=101)

51% Female
49% Male
Average hearing threshold (N=46)
Teachers training

• Three day intensive training
• Doctor of Education (special needs), Audiologists, ST and SLPs
• Taught on implementing spoken language alongside sign language
• Specific activities and materials provided to facilitate speech
• Weekly school visits and monthly follow up training by local team
Summary of findings

• Response to environmental sounds significantly increased from 15.6% (95% CI 6.7, 24.5), to 87.5% (95% C.I 79.4, 95.6) (p< 0.05).

• Vocalization was observed to increase from: 17.2% (C.I 7.9, 26.4), to 87.5% (C.I 79.4, 95.6) (P<0.05).

• About 90.6% (95% C.I 83.5, 97.8) (P<0.05) of parents perceived their children could talk more post-intervention.

• Approximately 50% of the teachers also observed much increase in the vocalization of the students
Conclusion

• Auditory training through teachers & parents is important to develop listening skills and improve speech & speaking in hearing impaired.

• Other benefits from the program includes monitoring the auditory progression after hearing aid fitting and promotion of a better quality of life by enabling hearing impaired children to participate in hearing society.
Limitations/ Challenges

- Sampling technique may not allow generalizability of result to the whole country.
- Research cannot distinguish the effect of parents from the teachers on the outcome.
- Some schools are more responsive than others.
- Easier to mainstream students in schools that have conventional classes.
- Teachers prefer to keep the smart students in their school.