

Training Teachers and Parents on Verbal Communication among Children with Hearing Impairment: Preliminary Results from Schools in Kenya

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Abstract

Purpose: We sought to assess the outcome of training parents and teachers on verbal communication with children that have hearing impairment in selected schools in Kenya.

Methods: Four schools with 100 students; aged 5- 18 years were selected for the pilot. Teachers and parents were trained on the use of verbal communication with children with hearing impairment. We utilized a pre-post design and used validated questionnaires for data collection.

Results: The proportion of parents that responded that their children could respond to environmental sounds significantly increased from 15.6% (95% CI 6.7, 24.5), to 87.5% (95% CI 79.4, 95.6) ($p < 0.05$). A significant increase in the proportion of those that responded their children could vocalize was observed: 17.2% (CI 7.9, 26.4), to 87.5% (CI 79.4, 95.6) ($P < 0.05$). . Furthermore, 90.6% (95% CI 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.

Conclusions: Result suggests a perception of increased environmental sounds awareness, vocalization and increased/improved speech due to the intervention. However, this result cannot demonstrate the long-term impact of the intervention on the quality of lives of the participants.

Keywords: Hearing impairment; Verbal communication; Training; Children

Full text: <https://www.longdom.org/open-access/training-teachers-and-parents-on-verbal-communication-among-children-withhearing-impairment-preliminary-results-from-schools-in-ke-2375-4427-1000159.pdf>