

GOOD NEWS!

- Every student can benefit from accommodations you make for children with hearing loss.
- You are not alone - build your team!

**Your Classroom**

- How loud is your classroom? [15db STN ratio, APPS: db meter volume, Too Loud, deciBel]
- What environmental noises interfere with your instruction (e.g., fish tank, overhead lights, HVAC)?
- Where is your classroom located?
- Do you have carpet on the floors or area rugs?
- Window and/or wall treatments?
- Sealed doors and windows?
- Where is your desk and the student's desks in the classroom?
- Soundfield system?
- Low ceilings?
- How do you communicate in the classroom?
- What other locations are difficult for students to hear in at school?

Know your students!

- How does the student communicate?
- Does your student have self-advocacy skills?
- What does not hearing or not hearing well mean to the student?
- What are red flags for any given day?
- When and where does he/she hear best?
- Don't assume - hearing fluctuates
- Does your student benefit from technology - Cochlear Implants, Hearing Aids, soundfield system, CART, captioning?
- Can the student listen and keep notes at the same time?
- Can you determine when the student is lost to what is happening in the class?
- Would the student benefit from a class outline for the day?

Continued...Know your students

- Would the student benefit from a peer buddy?
- What is the student's vision?
- How does the student socialize with other classmates?
- Does the student handle transitions easily?
- Student fatigue - Do you see the student tiring easily?
- Does the student benefit from you restating or repeating content?
- Does pausing or allowing for lag time help the student when asked questions?

**How do you teach/communicate?**

- How visual are your lessons?
- Do you speak clearly and to the class?
- How do you break down concepts?
- How do you work within your classroom?
- How animated are you with students?
- Do you call on your team if needed?
- How often do you read to students?
- How do you handle figurative language?
- How do you make accommodations or modifications for assessments and/or assignments?
- Do students know the schedule for the day?
- Do you have fun?

**Working with an interpreter**

- Role of the interpreter
- Sharing educational materials
- Open communication
- Time lag
- Interpreting in the classroom
- Advocating for the interpreter
- Interpreter location in the classroom



Resource - www.classroominterpreting.org

Working with an Itinerant and/or Resource Teacher

- What is the role of the teacher in the school?
- Share IEP goals and education materials.
- Respect time and space for this teacher.
- Determine how best to communicate.
- Work together on student assessment.
- Call upon the teacher to provide inservices to faculty/staff



Take advantage of local, state, and national resources:

www.bridgesfordeafandhardofhearing.org

www.tndeaflibrary.nashville.gov

www.dcmp.org

www.tsndeaf.org

www.successforkidswithearingloss.com

www.agbell.org

www.handsandvoices.org

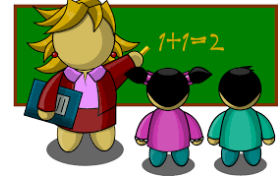
www.deafchildren.org



You have a new student with a hearing loss.

What's next?

- Environment
- Technology
- Teaching strategies
- Team building
- Resources



All clip art from Kid Clip Art- Images
www.mycutegraphics.com/graphics/kids-clip-art/html

