

# Strategies for Supporting Deaf and Hard of Hearing Students in the Classroom

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### Amplification

- Encourage student to use their hearing aid (HA) or cochlear implant (CI)
  - Encourage the student to let you know if their HA or CI is not working
  - Learn how to troubleshoot the students amplification equipment
  - Understand the students hearing loss so that you are aware of difficult listening situations
  - Keep the educational audiologist's contact information on hand if you should need to report any technical difficulties
- Remember to use the students FM system
  - Be sure it is on when you are speaking to the class and off when you are not
  - Ask the student periodically if the FM system is working
  - Encourage the student to let you know if it is not working
  - Learn how to troubleshoot the FM system
- Encourage students to be proactive
  - Develop student's understanding of their hearing loss
  - Develop students self-advocacy skills
  - Teach students to troubleshoot their equipment

### Seating arrangements

- The student should have preferential seating, in clear view of the teacher and other students if possible
- The student should be seated away from noise sources such as heaters, air conditioners, windows, and doorways

### Communication

- Ensure you have the students attention before signing or speaking
- Do not lecture while students are expected to be working
- Allow only one student to speak or sign at a time
- Use captioned videos
- Limit background noise
- Limit visual distractions
- Make speech reading as easy as possible
  - Stand in clear view of students
  - Avoid placing hands and other objects in front of your face
  - Keep facial hair trimmed
  - Do not chew gum
  - Provide context
  - Speak clearly and slightly slower than normal without exaggerating articulation
  - Repeat information as needed

### Interpreter

- Allow time for interpreter to finish signing before calling on students to answer questions
- Have students raise their hand before speaking so that the interpreter can identify the speaker
- Provide course materials to the interpreter in advance so that he or she may prepare
- The interpreter should not be used to monitor the class, run errands, or serve as a disciplinarian
- Speak directly to the student rather than asking the interpreter to tell him or her something

### Physical Environment

- Attempt to minimize noise distractions in your classroom
  - When possible choose a classroom away from noise sources such as gymnasiums, stairways, and entrances to the building
  - Wear shoes that do not make loud noises, such as tennis shoes
  - If the classroom is not carpeted, use pads or tennis balls under desks and chairs to reduce noise
  - Reduce reverberation by installing sound boards, reducing flat surfaces or covering them with material

[http://www.tsd.state.tx.us/apps/pages/index.jsp?uREC\\_ID=169971&type=d&pREC\\_ID=350039](http://www.tsd.state.tx.us/apps/pages/index.jsp?uREC_ID=169971&type=d&pREC_ID=350039)

<http://successforkidswithhearingloss.com/impact-on-listening-and-learning/accommodations>