Teaching Students with Hearing Loss

I have a hearing impaired student in my class. What do I need to know?
Introduction

- Information included in this orientation is intended to offer you helpful tips in teaching students in your class who are deaf or have hearing loss.
Classroom accommodations

- Students with a hearing loss usually require some type of classroom accommodations and/or modifications. Though the student may learn in different ways, this, in and of itself does not imply an inferior capacity to learn.
Classroom accommodations

- These accommodations and/or modifications may simply be in *the way* information is presented. Employing some of the suggested techniques and strategies may actually benefit all students.
Classroom accommodations

- These students often have to face stigmas and are sometimes reluctant to make special requests.
Classroom accommodations

- Therefore, it is imperative for teachers to be **sensitive** and **responsive** to the needs of a student with a hearing loss so that they can fully participate in the educational experience, promoting self-advocacy.
Students who are hard of hearing (HH)

- Use their residual hearing, hearing aids, cochlear implants, or other assistive listening devices to acquire auditory information. Some students use a combination.
Students who are hard of hearing (HH)

- Use speech to communicate which may sound different from their hearing peers’ speech.
Students who are hard of hearing (HH)

- Use lipreading to understand what is spoken, which alone only allows about 30% understanding. Knowing the topic or context of what is being said is crucial to their understanding.
  - Ex. p-b-m look the same on the lips. Try saying these words: pat/bat/mat.
Students who are hard of hearing (HH)

- Use visual cues and other strategies, including technology to participate fully.
Teaching strategies make a difference

We will look at two sections of teacher tips:
- Good communication techniques
- Classroom services
Good Communication Techniques
1. Good communication techniques

- Repeat or rephrase questions/comments from the class before responding.
2. Good communication techniques

- Face the class and speak naturally at a moderate pace.
3. Good communication techniques

- Avoid the temptation to pick up the pace when time is short.
4. Good communication techniques

- Do not speak while writing on the board.
5. Good communication techniques

- Lecture from the front of the room, not pacing around.
6. Good communication techniques

- Point out who is asking a question or making a comment.
7. Good communication techniques

- Do not drink or chew gum while lecturing.
8. Good communication techniques

- Do not stand or sit in front of a window where shadows will impede lipreading.
9. Good communication techniques

- Beards and mustaches make lipreading harder. Keeping them trimmed is helpful.
10. Good communication techniques

- Discuss concerns about the student’s ability to hear privately, not in front of the whole class.
11. Good communication techniques

- Use facial expressions, body language, gestures, etc. when appropriate (don’t exaggerate). This will help in emphasizing a point where as voice fluctuations may not be interpreted.
Examples of hearing loss

Go to this link to Phonak where you can click on a hearing loss demo in various listening situations with varying degrees of hearing loss.

Phonak - How Hearing Loss Sounds
Classroom Services
1. Classroom services

- Provide handouts such as syllabus, lesson plans, and assignments.
  - This will be beneficial to all of your visual learners.
2. Classroom services

- Write special announcements, assignments, etc. on the board.
3. Classroom services

- Allow additional time for recording any information placed on the board before erasing.
  - Remember, they cannot simultaneously write *and* look at you to lipread.
4. Classroom services

- Write down technical vocabulary, foreign terms, formulas, etc. on the board or provide a handout.
5. Classroom services

- Use captioned videos or provide a written manuscript, especially if the student will be tested over the information covered.
6. Classroom services

- Arrange for a written instead of oral test.
7. Classroom services

- If your student uses a personal or portable FM system as an assistive listening device it is because it is on their IEP. So, it must be used.
8. Classroom services

- Provide copies of your class notes.
  - Student must be engaged in the learning process to receive your notes.
9. Classroom services

• Provide printed copies of overhead, PowerPoint or whiteboard presentations.
10. Classroom services

- If available, provide any visual aids that may assist in learning.
11. Classroom services

- Close classroom door to eliminate outside distractions and amplification of background noises.
  - Note: The noise level of the class will effect the student’s ability to hear you too.
12. Classroom services

- Support the student in advocating for communication access in related academic activities such as study groups, labs, and clubs.
Summary

- Get the student’s attention before speaking. This could be as simple as making eye contact.
- Hold the student accountable to their responsibilities just as you would with any other student. They just can’t hear.
- Make what you can visual.
- The hearing consultant will make routine site visits, but is also available as needed.
Have a great year!
Who to contact

The Consultant for the Deaf/Hard of Hearing will be happy to help you with any questions you have throughout the year.

Lesa Carter
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Resources

- PEPNet.org - PEPNet Tipsheet: Teaching Students Who are Hard of Hearing
- University of Florida www.dso.ufl.edu/drc Teaching Students with Hearing Loss, Instructor Fact Sheet
- Phonak.com – Hearing Demos
Mustang Special Services Department

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Certification of Completion

to

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(name)

for

Teaching Students Who Are Hard of Hearing

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Administrator & date

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