

Classroom Components for Deaf/Hard of Hearing Children

SUPPORTS & CONSIDERATIONS

SCHOOL/STUDENT: _____ DISTRICT/BOCES: _____

TEAM MEMBERS: _____

Initials of responsible team member; describe or discuss as appropriate

Amplification / Equipment Management		
	Daily check of equipment upon arrival (including daily FM checks with each child's hearing aids).	
	Consistent use of FM / Sound field system.	
	Frequent communication or access to audiologist.	
	Charging / care of equipment. (Static and moisture).	
	Use an individualized chart for each child's equipment.	
	Administer Ling 6 Sound Test daily in quiet and/or classroom settings.	
Acoustic Adaptations / Auditory Access		
	Emphasize decreased background noise. (Use felt, tennis balls, carpet and drapes to reduce noise.)	
	Proper placement / setting of sound field.	
	Preferential and flexible seating. Child may need to move around to optimize access to information.	
	Effective use FM system.	
Teaching Strategies to Enhance Listening Skills		
	Obtain student's attention prior to speaking. Signal to listen.	
	Provide acoustic highlighting - emphasize key words, use pauses to set aside key phrases, reduce rate of speech, etc.	
	Provide pause time to allow for processing.	
	Repeat the information and rephrase when necessary.	
	Have the child repeat the expanded utterances and new vocabulary. Use it or lose it!	
	Frequently check for understanding by asking open-ended questions, "What did you hear?" or "What do you need to do now?"	

Visual Cues in the Classroom		
	Use visual supplements for stories, songs and tabletop art activities. Use word-webs to outline new information.	
	Preferential seating within line of vision.	
	Consider use of a talking stick to identify speakers quickly in a group setting.	
	Always face students while giving new information or directions and stand still while talking to the class.	
Repetition of Language and Vocabulary		
	Pre-teach vocabulary.	
	Provide consistent review of past and present vocabulary /content with visuals and carry over activities.	
	Provide constant access to previous books. Incorporating vocabulary throughout day (use of visuals / props at centers, sensory motor).	
	Repeated exposure to finger plays, music and movement.	
	Repetition of peer responses in group activities when necessary.	
	Plus 1 word - repeat child's phrase adding 1 word to expand his/her length of utterance.	
	Monitor student's use of non-specific vocabulary (this, that, there, it etc). It can cleverly hide gaps in a child's vocabulary.	
Auditory Bombardment		
	Use auditory markers for transitions.	
	Expect responses to environmental sounds and voices. Identify and highlight new and unfamiliar environmental sounds to the student.	
	Create daily activities that target awareness of change in volume, pitch and rate.	
	When using recorded materials, pause the tape/CD to prepare student for upcoming words and information and then again to review sections.	
	Describe / name objects before showing them. This will strengthen auditory comprehension skills.	
	When giving visual information to assist comprehension, repeat the information again in the auditory-only condition.	
Increased Opportunities for Verbal Output		
	Have small group activities with a limited number of supplies, or a problem solving activity etc.	

	Expand student's utterances by adding one word to his phrase with the expectation of student to repeat expanded phrase.	
	Utilize a buddy system. Choose a buddy with different interests during center time for the pair to move about together.	
	Have snack helpers or lunch-bunch groups. Make snack/lunch a communicative event	
	Maintain high expectations for verbal responses	
	Use silly sabotage to stimulate conversation. For example, not having enough chairs, or forgetting cups for juice at snack time.	
	Avoid anticipating the child's needs. Let the child communicate on his/her own to have needs met.	
Social Interactions with Hearing and D / HH peers		
	Peers are coached to model / facilitate appropriate interactions.	
	Utilize a structured program that directly teaches social skills to students.	
	Have a brief information sharing session about cochlear implants/hearing aids with students.	
	Increased awareness of similarities and differences among peers.	
	Use a buddy system.	
	Have snack helpers.	
Individual / Small Group Instruction		
	Auditory training – detection, discrimination, identification and comprehension.	
	Specific speech / articulation targets.	
	Pre-teach and review.	
	Addressing specific expressive and receptive language goals.	
Parent Involvement / Expectations		
	Pre-teach and review of books, songs and classroom vocabulary.	
	Responsible for daily up keep of hearing aids/cochlear implants (providing extra batteries at school.).	
	Maintain open communication between all professionals involved.	
	Daily / Weekly notes home.	
Increased Expectations of Listening		
	In presence of background noise	
	At varying distances	

	Environmental sounds	
	Variety of auditory transition cues	
	Vocal attention cues rather than tactile	
	Recorded materials and music	
Classroom Staff Knowledge / Communication		
	Provide consistent equipment management.	
	Knowledge of auditory and speech and language development.	
	Communicate of progress and development for D / HH children to team members.	
	Consistent communication between all members of the team in regards to meeting and defined communication between all team members and parents.	
	Understand programming to be beneficial for all children in classroom.	
	Knowledge of communication plan in IEP.	
	Exposure to adults with hearing loss, hearing aids and cochlear implants.	
	Communication repair strategies modeled consistently.	
	Clearly defined rules and accountability for the above components by all team members.	

Other Considerations: _____
