

Responsibilities for Educational Teams Serving Children with Hearing Loss

Whole Team Responsibilities:

Equipment Management:

- Monitor and troubleshoot FM and implant equipment daily. Perform a listening check each morning to ensure that the child's equipment is working effectively.
- Serve as contact person with Audiologist or Implant Center and participate in appointments/mapping (direct or indirect), recommendation for adjustment/mapping, audiological follow-up and evaluations.

Planning and Organization:

- Planning and organization of the classroom schedule to maximize listening and language development.
- Plan intentional opportunities for language, language, language throughout the school day.
- Develop and/or encourage carryover of auditory and speech skills from individual settings to the classroom.
- Assess, plan and provide individual/small group services in the areas of auditory, speech and language development.

Communication:

- Communicate classroom content information to all service providers.
- Manage communication between home and all team members.
- Direct parents on the types of activities that can be used at home to support classroom learning.
- Communicate language, auditory and speech goals and objectives to classroom teachers and team members.
- Act as a liaison among all staff members, including those teachers working with the child in the library, art, physical education, and music to ensure that the child with a hearing loss has equal access to information and to further develop their understanding of her communication needs as a student with a hearing loss.

Strategies and Content

- Provide access to classroom activities through use of props and visual support.
- Rephrase and reword new material presented in the group setting that was not understood by student.
- Provide content-specific instruction. Assess degree of difficulty of concepts, language and vocabulary and modify as needed.
- Train regular education teachers to implement accommodations and modifications in the child's IEP.
- Consider the opportunities for use of spoken language in each activity.
- Create connections to new language and vocabulary.
- Make specific recommendations regarding auditory skills to overlay on content.
- Modify the learning environment during various activities to ensure that the child with a hearing loss has optimal visual and auditory access to what is being presented.
- Clarify and expand concepts unfamiliar to the child.
- Provide support in completing assignments missed during "pull out" auditory, speech, and language therapy.
- Reinforce speech targets to facilitate transfer to spontaneous speech production.
- Facilitate and further develop pragmatic language and social skills by assisting the child in peer interaction within the classroom.
- Assist hearing peers in developing communication strategies to facilitate communication and verbal interaction.