

DEAF/ HARD OF HEARING

One who exhibits a hearing loss, whether permanent or fluctuating, that interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement.

Instructional Method / Delivery	Accommodations
Discussion/ Questioning	<ul style="list-style-type: none">• Preferential seating for listening or speech reading.• Pre-teach new vocabulary, with signs if the student requires it, while continuing to build on learned vocabulary and signs (the Speech and Language Pathologist would be a great resource to use for this).• A copy of the questions should be given to the student with the main ideas and vocabulary highlighted.• Utilize pictures and visual prompts that reinforce the language and content.• Have a visual cue system for the student such as pointing to your chin so the student will know that he needs to pay attention and will watch you.• Main concepts should be short and specific, rephrasing and continuous checking for understanding.• Write the important information on chart paper: Making sure that who, what, when, where, why, and how is addressed.• Repeat the information on the chart frequently.• Begin any questions on a very literal level: If the student is just learning to answer questions ask the same kind of questions such as “where” questions.• Ask questions that require little language, or leading questions such as: The sky is _____. As language develops or if the language is higher then ask higher levels of questions.• Continue working on question/answer skills by building on the different types of questions.• Send a copy of the questions and signs home to reinforce what is learned in the school. Also send a copy of the information that is on the chart.• Use software or videos that are closed captioned to reinforce learning.• Use the vocabulary throughout the school day to help the student generalize across all content areas and at home.• If the student does not use his voice, use a voice output device with the sign or word on it, so when he is called upon, the device will be his voice.• If the student uses his voice, accept any close approximation of the answer, repeat the answer correctly, do the same with signs.• For students that are very literal, use figurative speech cautiously.

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Independent Worksheets	<ul style="list-style-type: none">• Make sure that the student understands what he is to do.• The student should be given a lot of independent practice.• Questions should be short and to the point.• Highlight the question words, so the student will know how to answer.• The questions are better if they are fill in the blank or matching with a vocabulary word box.• Let the student use the vocabulary words frequently by putting them into sentences.• If the student's language level is too low, let the student draw a picture and label, or match vocabulary or signs.• Use the vocabulary throughout the school day so the student will learn to generalize the words across all content areas.• Reinforce and accept gestures, approximations, and signs.
Assessments	<ul style="list-style-type: none">• When giving a written test, make sure that the student understands what the questions mean.• Questions should be short.• Word keys should be available.• Performance tests are excellent, because the student can show you what he knows and use his language system.• Try to avoid from oral testing: If the teacher cannot give an individual test, let a peer, parent volunteer, or paraprofessional give the test.• Ask fewer questions, and test the most important concepts and main ideas.
Centers	<ul style="list-style-type: none">• Most centers are labeled, and add the sign if necessary.• Turn taking and pragmatic skills need to be reinforced.• Turn lights on and off to indicate a center change or transition.• Encourage the child to go to the listening center to listen and follow books on tape.• Give the student opportunities to listen to songs that are familiar to his peers.
Projects	<ul style="list-style-type: none">• Let the student use pictures to show understanding.• If this is an older student, accept outlines.• Accept short phrases.• Group projects are good, with the student having just one part in the project.
Reports	Same as above

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Reading	<ul style="list-style-type: none">• Make sure that reading is on the students' language level.• Pre-teach vocabulary and signs.• Make flashcards of the vocabulary and the signs for the student to keep at his desk. Look at the pictures that go with the story to give the student an idea of what the story is about.• Read short passages, rephrase and ask questions, and then continue on.• Read several types of books that use the same vocabulary.• Practice, practice, practice answering questions about the material.• Paraphrase the main idea, and stress there is a beginning, middle, and end.• If there are several characters in the story, use pictures so the student knows what they look like.• Have a peer help the student if he loses his place.• Use a voice output device if the student is to participate with a repetitive word or a line.• Be comfortable with being able to make the story come alive with gestures, faces, pantomime, and do it in a big way (all of the kids will enjoy that).• When possible, do skits that don't have speaking parts so the students can retell what has been read (use this for assessment, too).• Be sure the reader's face is always visible and not covered by a book.• Provide deliberate use of visual aids/cues to help the student grasp the concept being presented.• If the student is being read to, make sure extra time is given for students to actually look at the pictures/illustrations. (Don't turn the page immediately after reading it. Students with hearing impairments have to pay attention to the interpreter or the reader's face while the text is being read, so they don't spend that time looking at the page.)• Color-code the text according to 5W questions. At first do this for the student prior to the reading and discussion of the story, and then gradually lead the student to find the main points themselves as they pre-read. If coding is kept consistent, then the student will be able to categorize/process information more independently and be able to respond more quickly during the oral questioning period. (All WHO question answers are in red; all WHERE question answers are in green, etc.)

Writing	<ul style="list-style-type: none"> • Pre-writing using at least a letter. • Accept pictures. • Allow students to copy sentences. • Fill in the blanks with known vocabulary. • Use story webs. • Use story starters. • Utilize Co Writer and Write Out Loud software to reinforce listening. • Offer assistance/make allowances for homonym and synonym use.
Drawing	<ul style="list-style-type: none"> • Have visual information for the student if techniques are being taught. • Have a picture of the subject matter for the student to understand what you want. • Make sure the student knows what you expect and let the student go and express himself as an individual.
Groups	<ul style="list-style-type: none"> • Assign a part of the group work that will enable the student to have success. • This is where the student could do the outline (software is available) for the group. • Pictures, and clip art could be assigned to this student. • Make sure that the student is included. • Have a designated spokesperson for the group. • Make sure group members understand the needs of the student with hearing impairments (importance of a visible face while they are speaking, predictable speakers, use of visual aids).
Note-taking	<ul style="list-style-type: none"> • Allow a peer note taker. • The teacher gives the student the class notes with the critical information, test questions, and vocabulary highlighted. • The student can take his own notes if they are on the overhead and there isn't any lecturing going on by the teacher. • Preferential seating.
Presentation	<ul style="list-style-type: none"> • Accept skits that don't require words. • Accept pictures. • Allow the student to use computer software that has graphics and pictures to be used in his presentation. • Allow the student to video or use a camera. • Hyper Studio is excellent for presentations with a verbal child doing the audio.
Computers	<ul style="list-style-type: none"> • There might be a need to remove hearing aids if the student is able to use earphones. • Use software that is visually stimulating and reinforces language. • Make sure the computer sounds are clear and at the appropriate volume (not at a volume that could damage already impaired hearing).
* If the accommodations do not seem appropriate for the student, remember to check other disability areas.	