

Including Students Who Are Deaf or Hard of Hearing

Best Practices for Including Students with Disabilities



Inclusion of Students Who Are Deaf or Hard of Hearing in the General Education Classroom

Students who are deaf or hard of hearing (DHH) have specific and individualized needs in all areas of the school community. A specially-trained teacher of the deaf or hard of hearing (ToDHH) is an integral member of the student's Individual Educational Plan (IEP) team. The ToDHH makes recommendations for tools, accommodations and technology that give a student access to the curriculum during all parts of the school day, and provides instruction through Florida Expanded Skills, Speech/Auditory Training Standards, or both.

Student needs vary in many areas including: the student's hearing level, the type of amplification devices that the student may wear, their preferred method of communication, their individual foundation of language and how they access language.



Teaching Tips for Students Who Are DHH

- Collaborate with the ToDHH to ensure accessibility in all educational activities and settings.
- Provide preferential and flexible seating that includes visual and auditory access to all instructional materials.
- Provide notes and presentation materials to students and service providers prior to class.
- Be explicit and frequently connect new content to prior background knowledge.
- Avoid ambiguous words such as "this" or "that" during instruction.
- Implement and expect the student to use assigned hearing assistive technology equipment.
- Increase wait time to allow for processing of auditory information prior to moving on to the next concept.
- Create opportunities for equal participation to allow for interpreting or linguistic processing before calling on a student or allowing others to respond.
- Pre-teach key vocabulary.
- When asking questions, identify the speaker and repeat student responses.
- Encourage self-advocacy and self-determination.
- Provide the student's accommodations or modifications in accordance with their IEP.
- Frequently check for comprehension.

Teacher Tip

Arranging student desks in a U shape may provide the widest access to both peers and instructors.

Students who are DHH may require specialized services, supports and accommodations. A student's comfort level, environment, and communication partner may impact their primary mode of communication to meet their individual needs for access. Use the student's Communication Plan and IEP as guiding documents to learn about their needs and how to design an accessible environment. If you have questions, consult with the student's ToDHH.



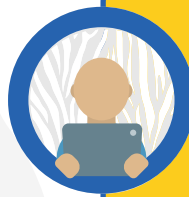
Expanded Skills for Students Who Are DHH

The purpose of the Expanded Skills Standards for students who are DHH is to enable them to apply concepts, knowledge, and skills related to their individual hearing levels in educational, home, community, or employment settings. These standards are designed for students who require intensive and specific intervention to address specialized needs resulting from their individual hearing levels and promotes success in standards-based instruction. ToDHHs are key IEP team members and play a critical role in developing skill sets among students who are DHH. ***Instruction is provided in a variety of settings and may be delivered in student-specific communication modalities that may change depending on context, communication partner, or environment.***



Understanding Hearing Loss

Personal knowledge and understanding of hearing loss; awareness of needs related to hearing loss



Resources and Technology

Mastery of skills required to maximize the use of resources and technology to gain access to all areas of their life



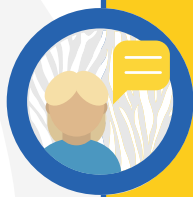
Postsecondary Preparation

Opportunities to explore career education, including academic instruction, daily living skills, vocational experiences, and community experiences



Self-Determination and Self-Advocacy

Recognition of individual needs and how to effectively navigate settings by requesting support and accommodations as needed to access their environment



Communication Strategies

Support in the areas of communication as needed per student's Communication Plan/IEP which may include receptive and expressive communication in visual or auditory modalities, for effective communication across all academic environments



Amplification

Understanding of personal hearing assistive technology (HAT) device management; understanding the how and why of HAT usage



Social-Emotional Skills

Skills that assist in the development of self-awareness, decision-making, understanding how actions affect others, self-regulation of emotions, goal setting, and developing positive relationships



Specialized Instructional Strategies for Educational Success

Instruction in utilizing strategies and supports specifically designed to alleviate barriers to instruction due to hearing levels or language deprivation, and training in the implementation of supplementary aids and services

