

Classroom Strategies

Use Visuals: (pictures, drawing, ppts., schedules, notes, graphic organizers)

Notes, outlines and ppts. being made available prior to class would be ideal.



Restate/repeat other student answers: It is often difficult for students with hearing loss to hear peers talking/answering questions in class.

Reduce background noise: Reduce chatty students, background music, hall noise.

Be Aware of Distance: Distance drops volume- listening bubble becomes smaller (3-6ft).

Beware of teaching to the board/books: Face student as much as possible when speaking information or directions. Show then tell.

Strategic Seating: (not always front and center) away from noise, visual access to peer models

Point to (gesture) or call the student's name who is speaking: allows for improved lip reading since the student can then locate who to look at

Be aware of lighting: a.) Low light takes away from lipreading. b.) Standing with window light behind you makes lipreading and cues difficult to see as it washes the speaker's face out.

Horseshoe arrangement of students if possible: Improves visual access to all students.

Check for understanding: Ask open ended questions, beware it may 'appear' students with hearing loss 'know', ask *"Tell me what you need to do"*, *"Tell me about this paragraph"* instead of yes/no questions.

Group Work: Be aware that this causes increased background noise = difficult listening situation. Have group use personal FM mic and consider moving that group to quieter location.

Pre-teach/post-teach: Preview/review difficult vocabulary/concepts as needed.

Make sure to have student's attention: Alert student, tap, call name, wait for attention.

Make Video and Audio accessible: Use closed captioning (DVDs, you tube, video, etc.)

