

# Components of Preschool D / HH Program

## 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 meetings access to audiologist.
- \_\_\_\_\_ Charging / care of equipment.
- \_\_\_\_\_ Individualized chart for each child's equipment.

## Acoustic Adaptations:

- \_\_\_\_\_ Emphasis on decreasing background noise. (Using felt, tennis balls, carpet and drapes to reduce noise.)
- \_\_\_\_\_ Proper placement / setting of sound field.
- \_\_\_\_\_ Preferential setting.
- \_\_\_\_\_ Positioning 4 - 6 inches from better ear or implant (esp in noise)

## Visual cues in the classroom:

- \_\_\_\_\_ Props for stories, songs and table top art activities.
- \_\_\_\_\_ Preferential seating within line of vision.

## Repetition of Language and Vocabulary:

- \_\_\_\_\_ Pre-teaching vocabulary
- \_\_\_\_\_ Consistent review of past and present vocabulary with visuals and carry over activities.
- \_\_\_\_\_ Constant access to previous books. Incorporating vocabulary throughout preschool day (use of visuals / props at centers, sensory motor)
- \_\_\_\_\_ Repeated exposure to finger plays, music and movement.
- \_\_\_\_\_ Repetition of peer responses in group activity when necessary.
- \_\_\_\_\_ Plus 1 word - repeat child's phrase adding 1 word to expand his/her length of utterance

## Auditory Bombardment:

- \_\_\_\_\_ Auditory markers for transitions.
- \_\_\_\_\_ Expecting responses to environmental sounds voice.
- \_\_\_\_\_ Activities that target awareness of change in volume, pitch and rate. Daily exposure to music (recorded or instruments)
- \_\_\_\_\_ Describing / naming object before showing it (auditory sandwich)

## Increased Opportunities for Verbal Output:

- \_\_\_\_\_ Small group activities.
- \_\_\_\_\_ Extended wait time provided - processing
- \_\_\_\_\_ Buddy system
- \_\_\_\_\_ Snack helpers
- \_\_\_\_\_ Clearly defined roles in dramatic play activities with developmentally appropriate language modeled consistently.
- \_\_\_\_\_ High expectations for verbal responses

*providing model for imitation - auditory feedback loop*

## Social Interactions with Hearing and D / HH peers:

- \_\_\_\_\_ Peers are coached to model / facilitate appropriate interactions.
- \_\_\_\_\_ Structured program such as Leap or Cares.
- \_\_\_\_\_ Increased awareness of similarities and differences among peers hearing aids, glasses, eyes, etc.).
- \_\_\_\_\_ Buddy system.
- \_\_\_\_\_ Snack helpers.



# Additional Considerations in a Sign Supported Classroom

## Responsible for having materials available with visuals and with sign language

- \_\_\_\_\_ Signing and voicing the book simultaneously
- \_\_\_\_\_ Putting up sign language pictures in different areas of the classroom

## Educating staff about different sign language systems, and ensuring that the communication plan is being met through these appropriate sign systems

- \_\_\_\_\_ Teaching staff sign language consistently with story units and daily activities
- \_\_\_\_\_ Training built into daily work schedule!
- \_\_\_\_\_ Making sure the sign is being used as much as possible throughout the day to support learning
- \_\_\_\_\_ Give directions in both sign and voice

## Teaching parents sign language and general information

- \_\_\_\_\_ Pre-teach sign language to parents for weekly story book
- \_\_\_\_\_ Giving general information on deafness and applicable topics

## Educate peers about hearing loss and how to best communicate in social situations

- \_\_\_\_\_ Teaching peers sign language
- \_\_\_\_\_ Teaching them to tap first and make sure they are looking at you before you speak
- \_\_\_\_\_ Talk to children about hearing aids and their purpose
- \_\_\_\_\_ Incorporating peer awareness into both programs