#### (2)

## Components of Preschool D / HH Program

Amplifica	ation / 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 cu	ues in the classroom:
VISUAI O	Props for stories, songs and table top art activities.
	Preferential seating within line of vision.
Repetitio	on 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)
Increase	ed 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
	Initiation - auditory Codbact Copper interactions with Hearing and D / HH peers:
Social Ir	nteractions with Hearing and D / HH peers:
	Peers are coached to model / radiitate 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.

# Components of Preschool D / HH Program

Behavior	Management: Increase structure in routine. Consistent behavior expectations. Consistent follow through with behavior plan. Increased communication about behavior plan – written and verbal. Classroom Organization.
Individual	/ Small Group Instruction: Auditory training – detection, discrimination, identification and comprehension. Specific speech / articulation targets. Pre-teaching and review. Addressing specific expressive and receptive language goals.
Parent Inv	Pre-teaching and review of books, songs and classroom vocabulary.  Responsible for daily up keep of hearing aids (providing extra batteries at school.).  Maintain open communication between all professionals involved.  Daily / Weekly notes home.
Classroon	Comfortable with equipment management.  Knowledge of auditory and speech and language development.  Communication of progress and development for D / HH children to team members.  Consistent communication between all members of the team in regards to meeting content with professionals and parents.  Understanding programming to be beneficial for all children in preschool classroom.  Knowledge of communication plan in IEP  Exposure to adults with hearing loss, hearing aids and cochlear implants.  Clearly defined rules and accountability for the above components by all team members.  Communication repair strategies modeled consistently
Increased	In presence of background noise At varying distances Environmental sounds Variety of auditory transition cues Vocal attention cues rather than tactile Taped materials and music

### (4)

## 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		
commulcation 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		
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Teaching parents sign lanugage and general information		
Pre-teach sign language to parents for weekly story book		
Giving general information on deafness and applicable topics		
only gone a monaton on acamood and approach to proc		
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		