



HINTS FOR TEACHERS AND STAFF OF SECONDARY EDUCATION STUDENTS WHO ARE DEAF OR HARD OF HEARING (D/HH)

1. Students who are D/HH need visual access to information. Provide key words, especially new vocabulary, in written format on the board or on paper.
2. Timing is important. When using charts, maps, the board and handouts, **pause** to allow the student to look at material, then resume speaking. S/he can't look at your materials and speechread at the same time.
3. If possible, provide written outlines of discussion topics for visual or audio media before the learning experience. This type of media is extremely difficult to understand for students who are D/HH and there are usually no opportunities for speechreading the speaker. Investigate the use of captioned materials (you can sign up to receive FREE captioned media on thousands of topics through the Described and Captioned Media Program at <http://dcmp.org>).
4. Repeat or provide P.A. messages (e.g., morning announcements) in written form for the students.
5. In class discussions, keep the pace slow enough for the student who is D/HH to be able to seek out and observe the speaker. Enforce hand-raising rules, point to the speaker and encourage speaking one at a time.
6. Repeat questions asked or comments by others students, especially if using a remote microphone system, to ensure these verbal contributions are heard by the student. The student who is D/HH may not realize who is talking nor be able to hear other students if they do not have access to a microphone.
7. Learning new vocabulary is often a challenge. Write the words and definitions on the board, provide in printed form or distribute a vocabulary list. Have students compile their own lists or find definitions by themselves. Beware of idioms and unusual use of sentence structure or vocabulary.
8. Background noises such as projectors, classmates talking, pencil sharpeners, computers, printers, hall noise, and fans cause a great deal of difficulty for listeners. Try to reduce noise or move the student who is D/HH away from noise sources whenever possible.
9. If the student is willing, discuss hearing differences and its implications with the class and enlist their help in regulating the pace of discussion, seating, etc. In some cases, it may be helpful to select a peer notetaker to provide the student with copies of her/his notes. You, as the teacher, should select a reliable student, not necessarily a friend of the student who is D/HH. The notes can be exchanged after class through the teacher, or the teacher can review and correct the notes, then hand them out the next day or later in the day.

Please feel free to call either the CASE audiology office or your district's itinerant teacher (via the Director of Special Ed) if you have any questions or concerns related to your student who is D/HH. We are also available to help you with units you may be presenting to your class related to communication, the ear, hearing, hearing differences, hearing conservation, personal amplification, assistive technology, Deaf Culture, sign language and other D/HH role models.