

Classroom Accommodations for Students with a Hearing Impairment

Use of Good Communication Techniques to Facilitate Listening/Speech Reading

- Directly face the student and be in close proximity (3-5 feet)
- Get the student's attention before speaking
- Stand in one place if possible
- Speak at a slow/moderate level and speak clearly
- Give clear indications of the topic of conversation and alert the student to a change in topic
- Avoid speaking while writing on the board
- Avoid drinking or chewing while talking
- Beards and moustaches can make speech reading more difficult, keep beards and moustaches trimmed
- Keep hair and hands away from the mouth when speaking
- Use facial expressions, body language, gestures, etc. when appropriate (don't exaggerate) - this will help in emphasizing a point where as voice fluctuations may not be interpreted
- Rephrase (rather than repeat) message if the student has a difficult time understanding
- Point to other students or say the name of the student who is asking a question or making a comment
- Pause after asking a question to allow the student processing time
- Signal topic changes

Environmental Considerations

- Ensure good lighting is available in the room while controlling glare
 - Avoid sitting/standing in front of a light source as this interferes with speech reading
- Reduce background noise
 - Close doors to reduce noise from hallways
 - Modify chairs (i.e., tennis balls attached to chair legs)
 - Modify desk (i.e., felt cloth/rubber cushions) to reduce noise level
- If practical, modify classroom seating in a circular pattern - this will allow the student to observe and interact with classmates
- Consider room acoustics (i.e., use carpet on floor to absorb sound)

Classroom Techniques

- Understand the different types of hearing loss and their impact
- Understand the functional hearing needs of each particular student
- Minimize copying (student cannot listen and take notes at the time)
 - Provide handouts such as syllabus, lesson plans, and assignments ahead of time
 - Provide printed copies of overhead or PowerPoint presentations ahead of time
- If available, provide any visual aids that may assist in learning
- Provide student with ne curriculum information in advance, such as pre-teach new vocabulary and concepts in a small or one-on-one session (enabling the student to follow the classroom session better)

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UNIVERSITY OF
SOUTH DAKOTA
SANFORD SCHOOL OF MEDICINE
Center for Disabilities

A University Center for Excellence in Developmental
Disabilities Education, Research and Service

Deaf-Blind Program

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(605) 357-1439 or 1-800-658-3080

www.usd.edu/cd

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- Provide a copy of the notes or allow the student additional time for recording any information placed on the board before erasing
- Write down technical vocabulary, foreign terms, formulas, etc. on the board or provide a handout - send these home for review or review with the student before the class begins
- Use captioned DVD's/videos to provide a written transcript
- Help student find seating near the front if requested by the student - this may be necessary for speech reading and/or recording
- Arrange for written tests in place of oral tests
- Learn how to wear an assistive listening device if this is recommended for the student
- Be sensitive to the student's needs related to fatigue and allow rest periods

Equipment Considerations

- Hearing Aids - perform routine checks to ensure they are working
- Cochlear Implants
- FM Systems
- Sound Field Systems - benefit the whole class and reduce teacher fatigue

Other Considerations

- Use of an interpreter
- Use of a note taker
- Use of the Captioned Medical Program - <http://www.dcmp.org>
- Use of CART (real time captioning)