



Hearing Do's and Don'ts When You Have a Hearing Impaired or Deafblind Student

The Classroom Environment

Have I:

- ✓ closed the door?
- ✓ turned off the fan/AC?
- ✓ turned off the music?
- ✓ installed chair glides on chairs and desks?
- ✓ waited until I have my student's attention before beginning to talk?
- ✓ checked the lighting in the classroom to make sure it is at the optimal level in order for him/her to see me and the presentation?

Am I:

- ✓ five feet or less from my student?
- ✓ looking directly at my student's face?
- ✓ providing constant opportunities for language development through speech and/or sign language?

Regarding a TOD (Teacher of the Deaf)

- ✓ Have I been in contact with my student's TOD, and do I know how to get in touch with him/her?
- ✓ Do I know how my student's FM equipment works?
- ✓ Do I know how to check if the hearing aids and FM equipment is working properly?
- ✓ Do I have back-up batteries?
- ✓ Have at least two people been trained in how the FM system works?

FM System Considerations

- ✓ Is the microphone 6-8" from my mouth?
- ✓ Have I made sure that no jewelry, lanyard, or clothing accessories are covering or touching the mic?

- ✓ Am I talking naturally without exaggerating my mouth movements or raising my voice?
- ✓ Do I pass the microphone to my student's peers so that he/she can hear what they are saying?
- ✓ Have I muted my microphone when speaking with someone else or when I am leaving the classroom?
- ✓ Have I unmuted the microphone as necessary?
- ✓ Am I conscious of papers rustling near the mic while reading to the class?
- ✓ Am I wearing bracelets that create noise?
- ✓ Am I repeating what other (unmicrophoned) students are saying?
- ✓ Have I found/made a quiet space for my student during small group sessions?

Speechreading Considerations

- ✓ Have I thrown away my gum?
- ✓ Have I appropriately trimmed my beard or mustache?
- ✓ Can my student see my entire face while I am giving directions?

Is my video presentation captioned?

Teaching Strategies for Deafblind Students

“Implementation of effective instruction for a student with a hearing loss requires organized and consistent management.” –Honore Weiner

This is accomplished through:

- having well-defined goals and expectations
- providing explicit identification of the purpose of the activities and how they fit with previous learning
- framing of expected behaviors and responses
- providing specific, meaningful, and positive reinforcement
- making sure instructional style includes redundancy, repetition/rewording of student comments and questions
- identification and explanation of non-literal language and multiple word meanings
- checking for comprehension
- using clear language and presentations

Mary Johns and Amy Flores 2017

184 Windsor Avenue, Windsor, CT 06095

Phone: (860) 602-4000 • (800) 842-4510

Web: www.portal.ct.gov/AgingAndDisability

An Equal Opportunity / Affirmative Action Employer